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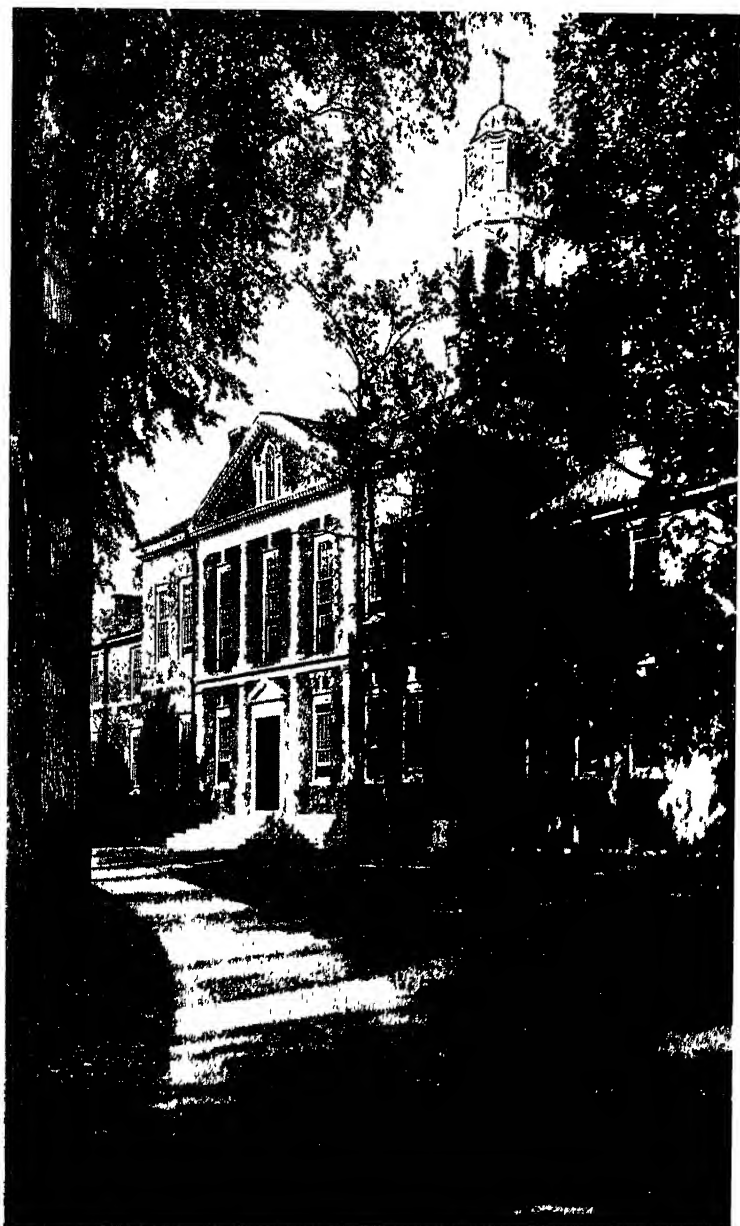




THE  
PHILLIPS EXETER ACADEMY  
A HISTORY







FOURTH ACADEMY BUILDING

THE  
PHILLIPS EXETER ACADEMY  
A HISTORY

BY  
LAURENCE M. CROSBIE

*WITH ILLUSTRATIONS*

PRINTED FOR THE ACADEMY  
1923



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LAURENCE M. CROSBIE

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**Dedicated to**  
**LEWIS PERRY**  
**WHO LEADS AND LOVES THE SCHOOL**



## A NOTE OF ACKNOWLEDGMENT

THE material for this book has come from a wide range of sources. Many original letters and manuscripts have come to light and many alumni have furnished vivid pictures of the school life of their day. I have quoted freely — always giving references — from Cunningham's "Familiar Sketches of the Phillips Exeter Academy," and from Bell's "A Historical Sketch of Phillips Exeter Academy." For other help of various kinds I am indebted to Miss Gertrude Brooks, of Boston; Mrs. Mary A. G. Sawyer, of Cambridge; Mr. Asa C. Tilton, Beloit, Wisconsin; Mr. T. R. Woodbridge, Upland, California; Professor James A. Tufts, and Mr. Corning Benton, members of the Faculty at Exeter; Mr. George B. Ives, of the "Atlantic Monthly" staff; Mr. Edward W. Frentz of the "Youth's Companion," the late Mr. Ralph H. Bowles; and to these institutions: Harvard College, the Massachusetts Historical Society, the Massachusetts Genealogical Society, the Boston Athenaeum, the New Hampshire Historical Society, the Exeter Public Library, and the Davis Library at Exeter. I owe a great debt to Professor Herbert D. Foster, of Dartmouth College, and to Mr. Claude M. Fuess, of the Faculty at Phillips Academy, Andover, for valuable aid; and I am also indebted to Judge Henry A. Shute, of Exeter, for impressions of men of the Academy. Finally, I am indebted to Principal Perry for enthusiastic aid and support; when discouragements came thickest he was most encouraging and helpful.



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*Honor to the brave, the wise, the good,  
Whose lives in this old school began!  
Our Exonian brotherhood  
Earns gratitude of man.*

(From the Exeter Ode, by  
GEORGE E. WOODBERRY, class of 1872.)

# THE PHILLIPS EXETER ACADEMY A HISTORY

## CHAPTER I

### THE PHILLIPS FAMILY

The race of the family of Phillips rise upon my mind as they in truth, in respect of literature and religion, become stars of the first magnitude. — JOSIAH QUINCY.

THE earliest member of the Phillips family to come to this country — the Reverend George Phillips — brought from Puritan England and handed down to his descendants ideas on religion and education that did much for the intellectual and moral growth of the American Colonies. He was born in Rainham, Norfolk County, England, in 1593, entered Gonville and Caius College, Cambridge, April 20, 1610, and having received the degree of B.A. in 1613, and that of M.A. in 1617, he settled in Boxted, Essex County, as a minister of the Gospel. But Charles I was then on the throne, and under him the autocratic and uncompromising Bishop Laud was carrying religious intolerance with a high hand; George Phillips, a non-conformist, felt, as did Milton, "that he who would take orders must subscribe slave"; but instead of forsaking the ministry as Milton did, he won freedom of thought by coming to America, though it meant great hardship,

for his wife was an invalid and they had two small children. On that long, trying voyage, in the ship "Arbella," were Governor John Winthrop, Sir Richard Saltonstall, Simon Bradstreet, the Reverend John Wilson and others who were to become influential in the Colonies. The ship anchored at last in Salem harbor, June 12, 1630. But the hardships of the voyage and the rigors of life in the new land were too much for some of the weaker members. Lady Arbella Johnson died in August of that year, and not long afterward the wife of George Phillips was buried near her in the cemetery at Salem.

Mr. Phillips settled over a parish at Watertown, on the Charles, where he also carried on a small farm to eke out his slender salary of forty pounds a year. He was a leader in establishing congregational church government, and showed his independence of spirit by urging his parish to resist a tax levied on Watertown for the purpose of fortifying Cambridge. Cotton Mather in his "Magnalia" pays high tribute to his zeal, unworldliness, and faith, and the scholastic wink in the epitaph with which he closes his little essay gives us a glimpse of the occasional flash of humor that now and then lighted even a grave Puritan face. The epitaph runs thus:

Hic jacet GEORGIUS PHILLIPPI  
Vir incomparabilis, nisi SAMUELEM genuisset.

Samuel Phillips, the eldest of the eleven children of the Reverend George Phillips, was born in Boxted, England, before his parents came to this country. He graduated at Harvard in 1650, and the next year settled in Rowley, Massachusetts, as a minister. Like his father, he in no wise confined his efforts for his people to religious exhortations; for in 1687 he was

imprisoned for denouncing Governor Edward Winthrop from the pulpit. His independence of spirit and his high estimate of the dignity of his position are well illustrated by his reply to a stranger in the town who met him in the street. "Are you, sir, the person who serves here?" asked the stranger. "I am, sir, the person who *rules* here," was the answer.<sup>1</sup>

Like all of the name, the Reverend Samuel Phillips was frugal and saving. He left an estate of almost a thousand pounds. His son Samuel (1657-1722), of the third generation of the family in America, deserted the ministry to become a goldsmith at Salem; but it was he who founded the fortune with which the later members of the family did so much for religion and education, and his son, the Reverend Samuel Phillips, of the fourth generation, took up the calling that his father had dropped. He was born in 1689, and graduated at Harvard in 1708. On April 30, 1710, he settled over the South Parish in Andover, Massachusetts, and preached there till his death in 1771, a service of sixty-one years for one people. His preaching showed the same zeal as that of his great-grandfather, George, of Watertown, and he had all the personal dignity of his grandfather, Samuel. On Sundays he marched grandly to church flanked by his black body servant on the left and his family on the right, and the congregation rose in respect and remained standing till he was seated. His sermons were a bulwark for theological forays on those of liberal tendencies, and the big hour-glass at his side was turned more than once before he reached the "And now, finally, Brethren," that marked the approaching end of the sermon of those days. One tenth of his slender salary he gave away in charity, and at his

<sup>1</sup> The Puritan in England and New England, p. 128, by E. H. Byington.

death he left one hundred pounds for propagating Christianity among the Indians. In his will was found this clause: " And now my desire and prayer is Yt. my sd. three Sons . . . make their care to be found in Christ, and to serve their generation according to the Will of God by doing good as they shall have opportunity unto all men, and especially to the Household of Faith, as knowing it is more blessed to give than to receive."

Those three sons, the fifth generation in America, were Esquire Samuel (1715-1790), who engaged in trade and farming; John (1719-1795), who was the founder of Phillips Exeter Academy; and William (1722-1804), who amassed a fortune as a Boston merchant.

## CHAPTER II

### THE GERMINAL IDEA

**A**LTHOUGH the honor of founding Phillips Academy, Andover, is usually given and justly belongs to Esquire Samuel Phillips, and to his brother John Phillips, of Exeter, the plan was first suggested by Judge Samuel Phillips, the son of Esquire Samuel.

Judge Samuel Phillips was born in North Andover, Massachusetts, February 5, 1752. In his childhood frail health kept him much indoors, and the unbending sternness and nervous restlessness of his mother implanted in his mind self-searching and morbid tendencies. He was sensitive, and full of zeal for serving others, frequently offending thereby; yet over-sensitive lest he hurt the feelings of those who were less susceptible than himself. At the age of thirteen he entered Dummer Academy, Byfield, Massachusetts, where, under that great drill-sergeant, Master Moody, he learned that it is not all of teaching to teach from books. Master Moody was radical in his ideas, and had the students con their lessons aloud; but he taught thoroughly. It is probable that from that school, to which, in character, the Hopkins Grammar School in New Haven, the Boston Latin School, and the Roxbury Latin School are all allied, young Samuel Phillips got his model for the institution that, in later years, his suggestion and urging helped to found. In 1771 he graduated from Harvard, and from that time on his contributions to the cause of American liberty were important. He



built a powder mill to make powder for the Colonial army, he served as a member of the first Massachusetts Senate in 1780, was appointed Justice of the Court of Common Pleas for Essex County in 1781 — when he was only twenty-nine years old — was President of the Massachusetts State Senate in 1785, and was elected Lieutenant-Governor of the state in 1801.

It was during the time of his greatest public services, when he was weighed upon by an excess of executive details, that Judge Samuel Phillips conceived the idea of founding a school that should fit young men for the duties of citizenship. Education throughout New England was at a low ebb. The best educated men from the old country found nothing here to take the place of the public schools in England. Judge Phillips recognized the need, and set his mind to fill it.

Too much effort has been made to find a definite model on which the first essentially American schools, the Phillips Academies, were founded. Judge Phillips was an American, living in a new age, and under new conditions. His ideas of what a secondary school should be were probably vague enough at first, but under Master Moody he had noted the advantages of such training as he had had at Dummer Academy over the training provided by the ordinary grammar school. He could, of course, have copied English forms, for there were even then in this country plenty of men who had graduated from Eton, Rugby, Harrow, or Winchester. But had he done that his plan would have failed. The significant fact is that, being an American, he founded an American school, in an American setting, for American boys. Had he forgotten his Americanism, the school could not have thrived.

That the idea of establishing some kind of school for American youth had taken root in the mind of the

young man when he was but twenty-four years old, and before he was raised to the bench, is evident from a letter addressed to him by his uncle, John Phillips, in 1776, and still preserved in the Andover files. "Rejoice," writes the uncle, "that our judicious well dispos'd friends so happily agree with us on our propos'd establishment and that there is so good a prospect of procuring Land in a part of the Town which so agreeably & remarkably strikes all our minds — doubt not you will endeavor to secure them so soon as may be — and wish you would consult our friends respecting the best manner of holding the Lands to the use intended with *incumbrance*, &c &c — I greatly desire a School may be forwarded — if the Land *can't yet* be obtained; but leave the whole to your Conduct."

And now let us see what manner of man that uncle was, who so earnestly entered thus early into the plans of his favorite nephew, and as time went on, so generously furthered them and made them his own. To do it we shall have to turn back a generation.

### CHAPTER III

## JOHN PHILLIPS: PURITAN

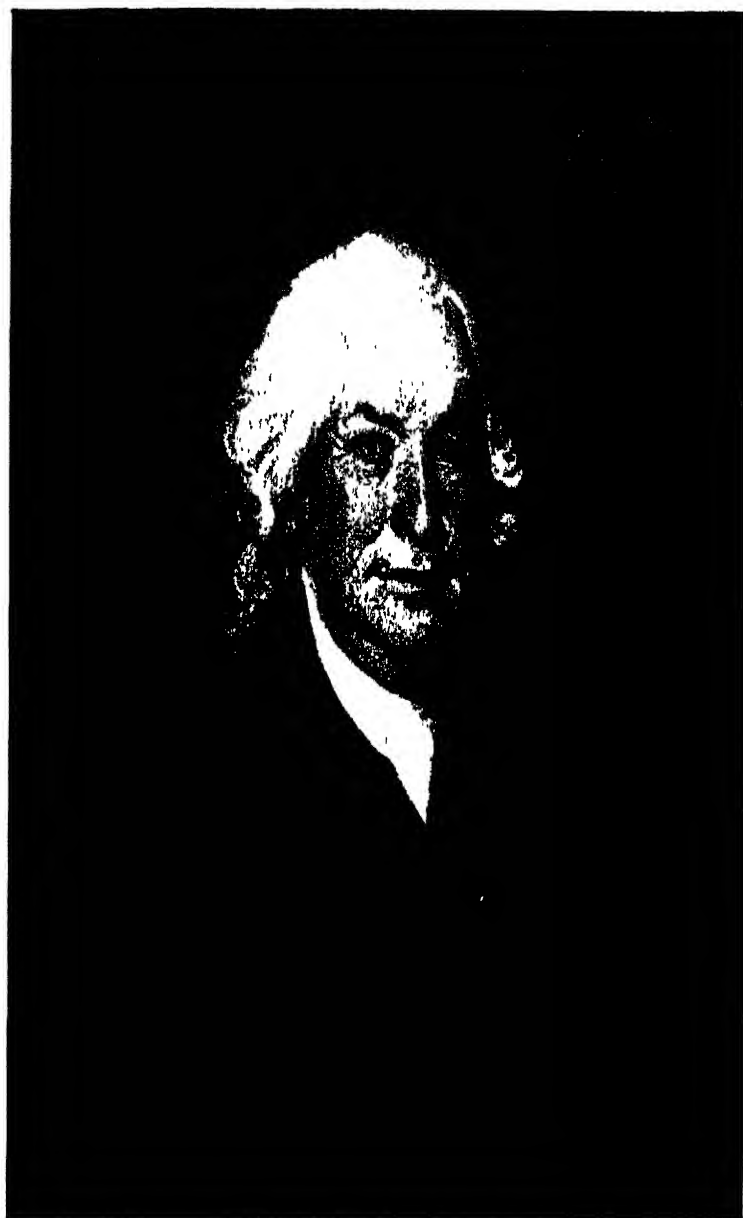
Without natural issue, he made posterity his heir.

— ELIPHALET PEARSON, of JOHN PHILLIPS

**J**OHN PHILLIPS, the Founder of the Phillips Exeter Academy, and son of that Samuel who was so long the pastor of the South Parish in Andover, and a leader among his fellow townsmen, was born in the parsonage on Sunday, December 27, 1719, O. S. He was prepared for college by his father, and proved so diligent a student that at the age of eleven years and a few months he entered Harvard, where four years later he received the degree of A.M. At graduation he delivered the Latin salutatory oration.<sup>1</sup> His rank in the class, determined, as rank then was, by social standing, was among the first third.

Like many another young man, Phillips left college with no definite occupation in mind, though there is evidence that he leaned toward one of the learned but poorly-paid professions. For two years after leaving Harvard he studied theology and medicine. In 1737 he taught school in Andover, but of how he spent the next two years there is no convincing record. His name appears for the first time on the town records of Exeter in 1740, when he was taxed fourteen shillings, town tax, and three shillings sixpence, Province tax. In the records of 1742 there are three entries of payments to him for teaching school, amounting to £75-5s.-5d.

<sup>1</sup> MS. vol., Harvard Library.



JOHN PHILLIPS



That was for the year 1741. He also taught in 1742, and there is a belief that he kept a classical school in the town for two or three years before he took charge of the town schools; but by 1743 he had begun a life of trade, as is evident from a bill of merchandise for which he sued Captain Daniel Ladd of Brentwood. The list of items begins in 1743 and includes cash advanced to Captain Ladd's son, a sieve, bed cord, knife, shot, shoe nails, molasses, drugget, broadcloth, garlix (sic), mohair and shaloon; and credited on the bill are oak, pine and hemlock lumber. The list is interesting in many ways. It shows that Phillips had already entered on that field of occupation in which so many New England men have found wealth and power: that of the country "general store" keeper who also buys timberland and cuts and sells the lumber from it. That field he kept to the end.

Why he gave up his evident first intention of following one of the learned professions must always remain more or less in doubt. That he carried his theological studies, at least, to a point that qualified him for the ministry, is apparent; for in 1747 he received an urgent call to preach in the New Parish, a fact that shows the esteem in which he was held by the members of the seceding parish; and the Reverend Jonathan French, pastor of the South Parish, Andover, said of him in a funeral sermon preached shortly after Mr. Phillips's death, that he was "esteemed a serious, zealous, pathetic, animated preacher." But he refused what he may well have regarded as a flattering offer from the New Parish.

Of the reasons given for his deciding against the ministry, one — that he was in delicate health — seems hardly probable. So, too, does the tradition that having heard the great Whitefield preach, he despaired of

ever becoming a great preacher himself. Whitefield first preached where Phillips could have heard him in 1740; and in Exeter, where it is most likely that he first heard him in 1742; and by that time Phillips seems already to have chosen his course. A more reasonable explanation is that the poor pay of the ministry had little appeal for a man of his energy and conscious business ability, who from the very first gave generously to the church and other worthy objects, and who probably felt that he could do more for religion and education by devoting himself to business than by preaching or teaching. That it was not lack of interest appears from the following passage quoted by Governor Plumer of New Hampshire from a diary that Phillips kept, but that is now missing: <sup>1</sup> "Being sensible that a part of my income is required of me to be spent in the more immediate service of God, I therefore devote a tenth of my salary for keeping school, and to pious and charitable purposes."

Once having entered upon a career of business, Mr. Phillips pursued it with remarkable energy and success. Doubtless his path was made easier by his marriage, for on August 4, 1743, he had taken to wife Sarah Emery Gilman, the daughter of the Reverend Samuel Emery, of Wells, Maine, and widow of Nathaniel Gilman, of Exeter, who, because of his polished manners and fastidiousness in dress, had been everywhere known as "Gentleman Nat." It was a marriage the full story of which one would much like to know; for Nathaniel Gilman had left three children, the eldest a daughter, Tabitha, and it was she whom Mr. Phillips first ardently wooed; but she had already given her heart to her cousin, Samuel Gilman, and it was her mother that Mr. Phillips married, though she was then forty-

<sup>1</sup> MS. owned by the New Hampshire Historical Society.

one and he was but twenty-three. Mr. Gilman, at his death, which had occurred in 1741, had left the most of his property, valued at £8,300-9s.-7d., to his widow, and Mr. Phillips had been one of the witnesses of the will. It is probable that Mr. Phillips, by using his wife's property prudently and wisely, was enabled to accumulate much more quickly than he could otherwise have done, the large fortune that he used in endowing schools and in other benevolent work. At any rate, soon after his marriage he built a combined store and dwelling house on the northeasterly side of Water Street, and there took up his residence and attended to his business of country store-keeper.

His stock consisted of the usual merchandise of a raw town, as various as the needs of men — and women — and from it he reached out into other parts of the state, into neighboring states, and even into foreign countries, until he had built up a great and profitable trade. Much of New Hampshire was then heavily timbered with a splendid growth of white pine, in which stood many trees so tall and straight that they bore the mark of the broad arrow, which designated them as to be cut only for masts for the ships of the Royal Navy. Logging companies were pushing farther and farther up the state; and supplying the logging camps with tools, fodder, clothing and provisions was in itself a tidy business. Ships were built here for trade with Europe and the Indies; and providing for the needs of those who built and manned them made another rivulet that flowed toward John Phillips's coffers. He also had his own wharf, where he loaded the masts and lumber that came to him from the up-state forests.

But Mr. Phillips by no means confined himself to trading in food products and manufactured goods; he began early to acquire land, some by ordinary purchase,



some by buying it in at tax sales, and some, no doubt, by the failure of those who had mortgaged it to him to meet their obligations. Thus he became possessed of, and dealt in, timber lands, farms, arable fields, town lots and huge tracts of wild land in central and northern New Hampshire and Vermont. The Rockingham County records enumerate one hundred and forty-eight transfers of land to him, and seventy from him to other persons — by far the largest number listed under any one name. Some of the tracts he gave to Dartmouth College — four thousand acres to found a chair of divinity there.

Another source of Mr. Phillips's fortune was lending money at interest. The ordinary rates of the period were from twelve to fifteen per cent. a year, and he usually received the higher figure. Prompt and punctilious himself, he expected the same virtues in those with whom he dealt; and since the high rates of interest often made it difficult for a debtor to pay his note when it fell due, Mr. Phillips was constantly a plaintiff in suits at law, brought to recover money that was owing to him. In maintaining his rights his spear knew no brother. He sued high and low, rich and poor, alike — the wealthy Gilmans as well as a leather dresser, a barber, a wig-maker, and a yeoman. Some of the suits were to recover thousands of pounds, some for only a few shillings, but the aggregate that he thus recovered was a very large sum.

It is interesting to note the growth of Mr. Phillips's wealth from the entries in the old tax books. The first appearance of his name in the town records of Exeter was, as has already been mentioned, the entry of a local tax of fourteen shillings and a Province tax of three shillings, sixpence, assessed against him in 1740. Every year after that his taxes increased, whereas those of

most of his neighbors remained very small. In some years he paid eighteen pounds and the next largest taxpayer but a scant pound. His lowest assessment was in 1742, the year of his marriage, when he paid only 45s.-2d.; his highest, in 1787, was £23-8s.-11½d., town tax; £13-10s., tax on Continental securities and £2-14s.-4d., highway tax. Even as early as 1765 he was the wealthiest man in town, and he increased the distance between himself and his nearest competitor after that.

But by no means all of Mr. Phillips's time and thought was given to business. He was also a tireless worker in the affairs of the town, the church, the state and the colonies. Beginning in 1752, when he was made auditor of the town accounts, he held office almost continuously until his death, more than forty years later. In 1755, with Colonel Peter Gilman, he was chosen to the General Assembly at Portsmouth; but the election having been declared void by the Legislature because some of the votes had been thrown out for being polled too late, a new election was ordered, at which Gilman was again chosen, but Zebulon Giddings was elected instead of Phillips. In 1756 Phillips served as a selectman and as a member of a committee to build a bridge at Newmarket. He was also at different times a tithing man, a surveyor of highways, an overseer of the poor, a fire ward, and a member of endless committees; and in 1778 and 1779 he was moderator of the town meeting, the highest local honor that his fellow citizens could confer upon him. As a substantial man of business, he was made a member of a committee to draft a protest against the issuing of paper money, the argument being that to issue it "would lock up gold and silver, depreciate the currency and entirely prevent foreigners and others from bringing specie into the state."

From his first appearance in Exeter Mr. Phillips was

addressed as "Esquire," later as "Colonel" (for reasons that will appear presently), and then as "Doctor": titles that were given to but three men in the whole community. The people of that day were suspicious of titles that had not been earned by personal merit and performance.

In 1771 Mr. Phillips entered a larger field of public service through his election to the General Assembly, where he served in that year and the two following years. John Wentworth, the royal governor, who seemed to delight to honor him, appointed him Colonel of a gentlemen's military corps made up of the élite of Exeter and known as the Exeter Cadets. Their uniforms of scarlet and buff, with cocked hats and ruffles, must have made a brave show. Colonel Phillips drilled them faithfully, and thereby earned the military title by which, as has already been said, he was often addressed; but on the morning after the Battle of Bunker Hill many of the corps marched away to join the army of the colonists, and took with them the bright muskets that the royal governor had provided. When Washington visited Exeter in 1789, Colonel Phillips, with the Exeter Cadets, was to have acted as his escort; but Washington having arrived earlier than was expected, that part of the formalities had to be omitted.

In 1772 Governor Wentworth appointed Mr. Phillips a judge of the Inferior Court of Common Pleas, and he held the office from that year until 1775.

As a member of the General Assembly he served on various Crown-Province committees, one of which had charge of surveying all plantations and fortifications, including the repair of Fort William and Mary, in Portsmouth harbor, which later fell before the assaults of certain hot-headed men of Exeter and Portsmouth. A record of attendance at the sessions in 1772 shows

that John Phillips had the maximum both in the number of days present and in the bill rendered.

The opinion, which has frequently been expressed, that John Phillips was a Tory, or at the most was a lukewarm supporter of the Revolution is untrue. There is no doubt that he dreaded events that might follow in the train of revolution; but his fellow-townsmen elected him first to a committee to report on the redress of grievances from England, in 1770, and in 1774 to the Committee of Correspondence. No one of Tory principles would have been considered for either place in those stirring times. He was chairman of the former committee referred to, and the report which, as chairman, he submitted proves his loyalty.<sup>1</sup>

Mr. Phillips's domestic and social life was simple, dignified, unostentatious and happy. Soon after his marriage to the Widow Gilman he built the combined

<sup>1</sup> Exeter town records, 1770.

As the petition is not, and cannot be transmitted, seasonably to co-operate with the other petitions, this present session of Parliament—we wish the omission may not be interpreted, at home, as a submission to the unconstitutional acts; and that our American Brethren may none of them construe it as a deserting their interests upon any ungenerous separate views:—and as the sentiments of the House expressed in their address must do them Honour, upon a corresponding conduct—we therefore give it as our instruction to the Representatives of this Town, to use their influence in the House to promote a more publik demonstration of their being governed by those Noble Patriotick and Loyal principles in which they have so happily harmonized with the other Provinces—and particularly that an address to his Majesty for redress of grievances may (tho late) be forthwith transmitted without further loss of time.

Exeter the 2nd. April, 1770

Signed by order of the Committee

JOHN PHILLIPS.

At a meeting of the Town by adjournment, Exeter, April 2, 1770, voted that the before going Report of the Committee be received, and that the instructions to the Representatives of this Town be by them observed in the present session.

store and dwelling house on the northeastern side of Water Street where he spent most of the later years of his life, and where he entertained Governor Wentworth, President Wheelock of Dartmouth College and other persons of distinction. It was a two-story colonial house, furnished in keeping with the owner's wealth and social position; for the inventory of the estate shows that there was an impressive array of mahogany, cut glass, old brasses, silver ware and ornaments — things that would gladden the heart of the modern collector of antiques, as is evident from the few articles that have been preserved. Some belong to the Academy. A very fine "banjo" clock, with a bill of sale which shows that it was once the property of Mr. Phillips, is now owned by a member of the Gilman family. The value of the furnishings, as named in the inventory, was £228-10s.-11½d.

There was also, for the times, good store of books, though they were hardly such as to tempt a lover of light reading. Rather do they show the stern Puritanism of the owner, for the most of them were theological and controversial works. The list included Jonathan Edwards's ferocious polemics, Clark on "Original Sin," "The Answer to Hobbes and Spinoza," Cooper on "Predestination," Stoddard on "Judgment," Owen on "Apostates," Mather on "The Glory of Believing" and "Witchcraft and Popery," and hundreds of sermons, including those of Mr. Phillips's father. There were also several books on law, among them "Blackstone's Commentaries," "New Hampshire Law" and "Coke's Reports." Bland's "Military Discipline" was used, no doubt, as a sort of text book or guide in drilling the Cadets. There were a number of books on the laws of health; but the only poetry was Milton's "Paradise Lost," Young's "Night Thoughts," Pomfret's poems

and Watts's hymns. The value of the library was set down as £23-5s.-2d. Most of the books came into the possession of the Academy at Mr. Phillips's death and were destroyed in the fire of 1870; but a few belong to the Golden Branch Literary Society.

The house on Water Street, known as the Mansion House, was occupied after Mr. Phillips's death by Principal Abbot, before the house for the principal was built on Abbot Common. From the time when it was sold until it was destroyed by fire, on the night of December 2, 1860, it had a varied and malodorous history. For a while it was used as a dwelling place by a group of disreputable colored people who used it as a billiard and pool room, and from it dispensed atrociously bad liquor. On the night of the fire it was crowded with negroes and low whites, and the flames swept up the stairway so rapidly that many of the occupants had difficulty in getting out. No arrests were made, though it was an open secret that the fire was incendiary. The townspeople evidently thought that so manifest a dispensation of Providence should not be questioned.

Another house more or less intimately associated with Mr. Phillips was the Nathaniel Gilman house, which formerly stood on the site of the present town hall. That, too, was originally a dignified two-story building, in the best colonial style, with a gambrel roof and a fine panelled hall and stairway; but it was allowed to fall into disrepair and was finally sold. The lower story was then removed and the squat remainder was settled in slovenly fashion in Franklin Street, where, in spite of its squalid condition, its excellent proportions and noble lines continue to recall the high estate from which it has fallen. It deserves a better fate.

In spite of the difference in their ages, Mr. Phillips and his first wife, the former Mrs. Gilman, seem to

have been admirably mated. There is touching evidence of the esteem and affection in which he held her in a letter that soon after her death he wrote to her granddaughter, Mrs. Josiah Gilman of Exeter. Though expressed in the stilted phraseology of the time, and showing evidence of Puritan reserve, it is nevertheless full of tenderness and deep feeling and was evidently written from the heart. It is dated at Andover, December 17, 1765.

"My dear Mrs. Gilman: I am almost charmed with the beautiful and animated lines with which you have favored me. I have been ardently wishing for your dear grandmother's picture, and you make me happy in presenting me therewith. Methinks the lovely person lives in you, and that the old mansion house is once more enlivened and ornamented with the living image of its late inhabitant. Your fondness for my return minds me of her anxiety for me when absent, and the sweet welcome which her faithful heart discovered in her countenance, as well as with her lips, when she received me. Her tender concern, quick sensibility and just resentment upon the appearance of anything injurious to my person or character, your feeling heart has dictated, and your ready pen described in the most lively manner.

"But I forbear; I consider you are yet living, and may you live long to make my friend happy in your copying after an example which it is your laudable ambition to imitate.

"I take this opportunity to express my thankfulness for the favor I obtained of the Lord when the wife of my youth gave her hand with her heart to so unworthy a person, who appears to himself to have been but as a foil to make her excellence more resplendent. He who kindly gave, hath taken. I bless his name — but my breast heaves — my heart still bleeds; the image is too deeply impressed to be effaced. Is she dead? Oh, she yet speaks; her works speak for her; her Sarah rises up and calls her blessed. Her husband also (whilst he laments his own grievous failings) praiseth her and praiseth God for his undeserved goodness in blessing him with such a consort — a consort so amiable, cheerful, frugal, wise, prudent, peaceable, meek, modest, neat, diligent, careful, contented, of such steady conduct, strict virtue and

exemplary piety, so apparent in the constant discharge of the various duties of the Christian life—and in the prospect of death how remarkably serene and submissive to the will of her Father which is now done. And what remains but that we also be subject to his will, and have our conversation where we doubt not she is, and endeavor to become followers of Christ as she was, and followers of her and all those who, through faith and patience, are gone to inherit the promise. May her offspring be blessed of the Lord, and her and my dear namesakes find their names written in the Lamb's book of life."

Mrs. Phillips died October 9, 1765, and a little more than two years later, on November 3, 1767, Mr. Phillips married Elizabeth, widow of the village physician, Eliphalet Hale. She was the daughter of the Honorable Ephraim Dennett, a prominent citizen of Portsmouth, and a Mandamus Councilor, and was of about the same age as Mr. Phillips. With her he lived happily until his death.

From his youth the religious element had been a marked, perhaps the fundamental, trait in Mr. Phillips's character. At first he associated himself with the First Church, which John Wheelwright had founded in 1638; but as the result of a bitter church quarrel he, with about seventy-five others, seceded and formed the New Parish. The immediate cause was the appointment of Woodbridge Odlin to succeed his aged father as pastor; but in the minds of many there still lingered the memory of the rebuff that the Reverend John Odlin, the father, had administered, six years before, to George Whitefield, the noted evangelist, in not permitting him to preach in his parish. It was in the New Parish, of which Phillips soon became a ruling elder, that Whitefield preached his last sermon, on the day before his death, which occurred at Newburyport—a sermon that brought so many would-be hearers to the



little town that Whitefield had to preach out-of-doors, from a plank laid on the tops of barrels.

But the affairs of the New Parish did not prosper, and by 1793 had sunk so low that Phillips, who had tried in vain to reunite the two churches, returned with his wife, to the First Church and both he and Mrs. Phillips died members of it.

That as early as 1762 Mr. Phillips had begun to take a broader view of his religious and philanthropic duties than the local church comprised is evident from letters that he wrote in that year to his two brothers, Samuel and William. They are from Bell's "Sketch of the Academy." To Samuel he wrote from Exeter on May 24, 1762:

"Dear Brother: As I hear you are relieved from a part of public business, which necessarily engrossed much of your time and attention, you have now more leisure to employ your thoughts and cares upon the very important proposal you made, of a united effort in our family, for doing some special service for God. Pray let me know Father's and Brother's thoughts thereon, and what your present apprehension is.

"It appears by a public advertisement there is a new Society incorporated at Boston for the purpose which, you remember I told you, laid most upon my mind. Pray write me what to you has an encouraging or discouraging aspect upon that scheme. Our parents designed and educated us to serve Christ personally in the work of the ministry; our time has been otherwise employed; our other labors by his blessing succeeded. May our God have the fruits of them for the carrying to an end the same blessed work by such whom he shall please to send."

To William he wrote, also from Exeter, on June 2, 1762:

"I would gladly know who was chose President and who are the principal members of a Society lately incorporated in Boston for sending the gospel among the heathen (as I suppose, having only seen an advertisement in the Boston paper), whether the

gentlemen who are at the expense of this service belong to this country or Great Britain; to what nations or tribes are the missions, and who the missionaries. I am the more inquisitive as I apprehend a service of this nature is of the utmost importance, and, if under due regulations, ought to be greatly encouraged, not only by particular persons, but by the several governments, since Heaven has granted us such marvelous successes.

"Has Christ subdued our enemies around us, and shall we not unite our endeavors to bring them under his yoke? Gratitude, my Brother, gratitude to our beneficent Lord requires it; compassion for the souls of our fellow-creatures calls for it. Was there ever a more open door, or a people less excusable if so great a work (heretofore too much neglected) should not now be generally promoted, with cheerfulness and zeal?"

It was a theory then held by many of the clergy of New England that the North American Indians were the descendants of the Lost Tribes of Israel. The belief must have been familiar to Mr. Phillips, and it is probable that it touched his Puritan imagination. At all events he manifested an early disposition to help the school for Indians that Eleazar Wheelock had established at Lebanon, Connecticut, and in 1765 he made a contribution to the cause, which led to correspondence between the two men.

The acquaintance thus formed was of the greatest value to both. To Mr. Phillips it meant a concrete means of putting into practice his plans of philanthropy; to Mr. Wheelock it meant the saving of his newer educational establishment, Dartmouth College, which had grown out of the original design, from the ruin that seemed for years to impend. Certainly he needed help, for the history of his struggles against poverty and opposition is affecting. Once he and his wife even tore up their bed linen to supply clothing for Indian students.

From 1766 until his death we find Mr. Wheelock

relying more and more on Mr. Phillips. When money failed, he sent to his friend in Exeter; when discouragements overwhelmed him, he went himself to Exeter for a visit with his Maecenas, and never did he fail to find the help that he sought. Often it came in greater measure than he had expected or hoped for.

Mr. Phillips's gifts to Dartmouth were as follows: in 1765, \$200.00; in 1766, £100 sterling in goods for Wheelock's Indian School; in 1772, £175 for philosophical apparatus; in 1773, £125 for general purposes; in 1767, £54 lawful money for the Indian school; in 1774, £600 for use in "instructing and Christianizing the Indians in North America"; in 1775, £40 for improving the college lands; in 1781, 4,000 acres of land; in 1789, £37-10s. on condition that the college sequester the lands already given to support the professorship of divinity. That chair still exists at Dartmouth under the title of the Phillips Professorship of Biblical History and Literature. In 1791 Mr. Phillips made the college a gift of two hundred and eight-five bushels of wheat for the purpose of procuring a wood lot for the Phillips professor; and in 1794 he made a final gift of a hundred acres of land in Hanover. It was a disappointment to Mr. Phillips that the college allowed some of the land that he had given it to be sold for taxes. Several parcels of such lands he rebought at public sale.

All of those gifts were made from friendship for Eleazar Wheelock. One of them — a gift of £175, made in 1772 for the purchase of philosophical apparatus for the science department of Dartmouth — had an interesting history. The money was entrusted by Mr. Phillips to Governor Wentworth to make the necessary purchases. Through the college an order was sent to England for the apparatus, but meantime the Revolution broke out, and Governor Wentworth fled

to Canada. Thereupon both the college and Mr. Phillips entered suit to recover the sum from the estate of the Governor. The court made the award with the proviso, "if the estate be worth it." The money was paid, with interest, and Mr. Phillips granted the request that instead of being used to buy apparatus, it now be used for needed books; but an even greater need than that arose, and Mr. Wheelock again wrote to Mr. Phillips, this time to ask permission to use the money to pay pressing debts for building.

It is natural that the college, which benefited so greatly by Mr. Phillips's generosity, manifested at the time when the struggling school was in such imminent danger of failing, should have honored him in return. In 1777 it bestowed upon him the degree of LL. D., an honor that it had granted but once before: to Governor Wentworth.

It was also eminently fitting that Mr. Phillips should be made a trustee of Dartmouth. He took the oath in May, 1773, and held the office until 1793, when he resigned because of failing health. He had offered his resignation several years before, but it was refused. During those twenty years, great as was his help to the college, he attended the trustees' meetings only six times. In August, 1773, 1774, 1776, and 1777 he was present at the annual meeting in Hanover; and in 1775 and 1784 the meetings were held in Exeter for the special purpose of having Mr. Phillips present. Absence from the other meetings was due, however, not to lack of interest but to the dangers of travel. He speaks of the evil roads, of the peril from hostile Indians, and the prevalence of the smallpox. Mr. Wheelock minimized the danger from Indians, saying that the English had given strict orders that none be attacked except those actually warring against the English or the

Indians. But the times were troublous. In several of his letters to his fellow-trustee, Judge Phillips of Andover, John Phillips urged the duty to Dartmouth in the strongest terms. In 1779 Mr. Phillips for the first time refused to help the college, a course that he felt was necessitated by the drain on his resources made by the new Academy at Andover. Perhaps, too, he had even then in mind the idea of founding an academy at Exeter.

To form a just estimate of any man, it is necessary to judge him not in relation to our own times, but in relation to those in which he lived. John Phillips lived in an age that was preëminently Puritan. Men were narrow, partisan, harsh, exacting. See, for example, what went on before his very eyes. The Court House stood at what is now the easterly corner of Front and Court Streets, on the site of the house in which the late Mr. Joseph Boardman lived. The building, which had formerly been the meeting house of the First Parish, and had stood on the opposite side of the street, was in plain sight from Mr. Phillips's house. On one side of it stood the stocks, on the other the whipping post. There the horse thief was publicly flogged. There, too, James Pemberton stood an hour in the pillory, and as a climax to his punishment received twenty lashes. The part of his sentence that ordered one of his ears to be cut off the Court mercifully remitted. On a cold day in January, 1764, a woman who had entered a shop in Portsmouth was seen to hide a pair of children's shoes under her cloak, and to go out. The person who had seen her informed the proprietor, who followed her and raised the cry of "Stop thief!" The woman was seized, haled before the Hon. Hunking Wentworth, Justice of the Peace, was tried, found guilty and sentenced to be publicly whipped. She was

taken over to the town pump, to which her hands were tied; her shoulders and back were bared, and the sheriff applied the cat-o'-nine tails. Instead of expressing sympathy or protest, the weekly paper remarked with smug satisfaction: "Last Friday one of our female pilferers received a flagellation at the whipping post, who had a great number of spectators to see this good work performed; and it is hoped that others, who so justly deserve it, will soon be brought to the same place to receive their deserts." Such things were a part of the customs of the times, and doubtless they had their influence on the character of John Phillips, as they did on the character of those about him.

That he owned and kept slaves for at least a part of his life, with no thought of there being anything morally wrong about it, is a matter of record; for when Nathaniel Gilman died he left to his widow Sarah, whom Mr. Phillips married, "my negro man Robin and my negro woman named Phillis and the negro girl named Dinah." Thus without any motion on his own part Mr. Phillips became possessed with three slaves; and the town records show that he was taxed for two male slaves in 1778, 1779 and 1780, and for one during the period from 1781 to 1785. In his day-book, kept late in life, he speaks frequently, too, of his black man, Corydon, whom he hired out at various times to the Gilmans, when he himself had no work for him. But it is probable that Mr. Phillips set Corydon free, for in his will is this passage: "Item, I give to my man-servant (*Slave I have none*) such part of my wearing apparel as my Executor shall think fit." Incidentally, the latter years of Corydon's life touch the times with a transitory gleam of mellow light, for after Mr. Phillips's death the cost of his keep was paid by the two Phillips Academies, one-third by Andover and two-thirds by

Exeter; and Corydon, apparently encouraged by so comfortable an arrangement, lived, it is said, to be one hundred years old. A considerable item in the bills for his maintenance was for tobacco and strong waters. In one year he was allowed seven gallons of rum and one quart and one pint of brandy; and there was a bill for rum used at his funeral. The last bill is dated April 1, 1818, when Corydon died.

On one point all who have ever written of John Phillips are agreed: that he was frugal and saving even to parsimony. But that was only one side of his nature. There was in him that apparent contradiction that so often appears in men who from small beginnings amass large wealth and use it for great philanthropies. He devoted a great fortune to founding and helping schools, yet he left his widow so scantily provided for that she refused to accept the terms of his will, by which she was to receive one thousand silver dollars, the household goods that she brought to him at her marriage, and produce annually from his farms, in the form of corn, beef, pork, hay, etc., to the amount of fifty dollars, "so long as she shall remain my widow." The provisional clause at the end was probably not as coldly calculating as it seems. It was merely the legal phraseology of the day, and not intended to cut off the widow's income if she married again.

But Mrs. Phillips was evidently a woman of spirit. Although in the original deed of gift to the Academy she had signed away her dower rights, she made known to the Trustees in a forcible<sup>1</sup> letter in her own hand her intention not to accept the provisions of Mr. Phillips's will. Thereupon the Trustees, on April 21, 1795, made the following provisions for her: "Mrs. Phillips, the widow of Col. John Phillips, deceased, having made

<sup>1</sup> MS. in Davis Library.

declaration to the Trustees, that she should not accept the sum of one thousand dollars & an annuity of fifty dollars, instead of her right of dower in his estate — The Trustees proceeded to consider the matter, & voted to pay her the sum of fifty pounds, & to deliver her a cow, & the articles of furniture, she brought with her, which still remain, on demand — & the sum of one hundred pounds annually — to allow her the use of the dwelling house, & garden back of it — also of half the furniture in the house, in value, during her natural life — on her exonerating & discharging the estate, real & personal, from all right of dower therein — provided the Trustees of Phillips Academy in Andover shall concur in this agreement and vote to pay one-third part of the sums before mentioned.”

Mrs. Phillips died in September, 1797, slightly over two years after the death of Mr. Phillips. During that time she received \$1,100 from the two academies, besides the use of the mansion house and garden, and a cow. One of the early Academy treasurers computed that had she accepted the terms of Mr. Phillips’s will, she would have received by the time of her death \$1,267.35; but the other agreement was much fairer and more seemly, and was more creditable to the Trustees.

The diary of the Reverend Daniel Rogers, who preached in the Second Church, Exeter, from 1747 to 1788, sheds further light on the sedulous care with which Mr. Phillips husbanded his temporal resources. Mr. Rogers kept a careful account of the presents that he received from his parishioners. The Gilmans were most generous. From them are recorded a great number of gifts of lamb, veal, wood and grain, but from Mr. Phillips rarely is any gift mentioned, and then usually but a small one. Most of the transactions be-



tween the minister and Mr. Phillips were for loads of wood, for which Mr. Rogers paid him legal tender.

And yet, so great are the contradictions of human nature, it was the same John Phillips, who, when appealed to by the same Mr. Rogers, wrote this tender letter: <sup>1</sup>

"The Rev<sup>d</sup> Mr. Joseph Belknap, Pastor of the Ch.h in Dover.  
Exeter, 23 Mar., 1776.

"Rev<sup>d</sup> Sir,—The Rev<sup>d</sup>. Mr. Rogers has made me acquainted with the (even) necessitous circumstances of a grandson of the late venerable & truly pious Doct<sup>r</sup> Sewall of blessed memory. You are pleas'd, dear Sir, to interest yourself in his behalf, and by this mean I come to share the sacred pleasure with you. My love to the good Doctor & his church, afflicted & scattered abroad, & of consequence less able to afford relief in this case, induces me very eagerly to embrace such an opportunity of expressing a most cordial affection for one whom the good people of Boston, of that ch<sup>h</sup>. in particular, must wish well to, and as I trust it is a service acceptable to God, how happy I am and how thankful ought I to be.

"I now send fifty pounds, hoping if after the frugal expenditure thereof there should be occasion for more you will be pleas'd to give yourself the trouble—no! the pleasure of letting me know what further sum wou'd be serviceable.

I am, with respect, yours affectionately,

JOHN PHILLIPS."

Rev<sup>d</sup>. Mr. Belknap.

Joseph Sewall, D.D., was born August 26, 1688, and died June 27, 1769. He declined the presidency of Harvard College to continue preaching. He was a very humble, devout man, devoted to his calling. The grandson, who was nineteen when Mr. Phillips aided him, became a well-known judge in Massachusetts.

Such letters as that, though they come from the

<sup>1</sup> The Belknap Papers, Mass. Hist. Soc'y.

heart and may be the real warrant of a man's character, are usually known at the time only to him who writes them and to him who receives them, whereas what his neighbors may see and remember are the little personal idiosyncracies that mark his life in his home and his community. From them we get such delightful bits as the tradition that Mr. Phillips always blew out the candle before the long prayer — a habit recorded also of his father, the Reverend Samuel Phillips — and the remark of the old lady who had lived in the family of Mr. Phillips, attributed by Governor Charles H. Bell, in his sketch of the Academy, to Wendell Phillips: "He was a good man — and he always soaked his back-logs over night."

A stern, old Puritan, indeed, but as exacting of himself as of others! We may see him in his later years, as Bell has pictured him, pacing up and down the platform in front of his house and insisting that every boy who passed should doff his hat and every girl make a curtsy to him. We may see him as Professor Hoyt has presented him,<sup>1</sup> refusing to give a boy a cherry from his trees "unless the favor were asked with a low bow and in the most reverend tone"; we may see his face so darkened by a frown, caused by the failure of a little girl to make her accustomed curtsy, that hours of sunlight cannot dissipate it. But those are fleeting pictures. We think of him finally and in whole as a man who deeply and truly revered God, and — though he may not have known it — loved his fellow men, and wished to pay, as best he could, the debt that he felt he owed the world. We remember him as one who, in the words of Eliphalet Pearson, the first Principal of Phillips Andover, "Without natural issue, made posterity his heir." Though he got his money hardly and kept

<sup>1</sup> Addresses and Lectures, p. 328.

it close, he spent little on himself that through the unending years it might continue, by doing good, to express some measure of that feeling of accountability that was fundamental in him.

Mr. Phillips died on April 21, 1795, at the age of seventy-six. On May 3, following, the Reverend Jonathan French, pastor of the old South Church, Andover, where for so long a time Mr. Phillips's father preached, delivered a discourse on the Founder. In it was the following: "He was perfectly sensible, & apprised of his approaching dissolution, & spake of it to his friends with calmness, & serenity, & with apparent pleasure. And according to information, express'd himself in words to this effect. 'My work is done. I have settled all my affairs, & have now nothing to do but to die! It is no matter how soon!' And retaining his Reason to the last the next morning he died." His funeral was dignified and impressive, as became a man of his weight in the community. One of the mourning rings, given to Judge John Pickering of Portsmouth, a Trustee, has recently been presented to the New Hampshire Historical Society at Concord. Interment was in the old burying ground in Exeter, across the present line of the Boston and Maine Railroad. After a time that cemetery was closed, and on May 15, 1865, the Trustees bought a lot in the new cemetery, near the grave of Benjamin Abbot, and had the remains of the Founder and his wives transferred to it.

A portrait of the Founder, by Gilbert Stuart, hung on the wall of the main building, which was destroyed by fire in 1914, and the picture perished with it. It showed the features of a man who was stern but also gracious.

## CHAPTER IV

### THE FOUNDING OF THE ACADEMY

**A**LTHOUGH John Phillips gave up teaching for business while he was still a young man, he never lost his interest in education or his faith in it as being the handmaiden of godliness. We have seen how he helped Eleazar Wheelock to support Moor's Charity Indian School in Connecticut, and how liberally he gave of his time and money to Dartmouth College, which grew out of the Indian school. Besides that, he gave money to towns near Exeter to pay school teachers, generously endowed the new academy at Andover, and at last endowed and founded an academy of his own in his own town.

Just when the idea of founding a school at Exeter first occurred to him is in doubt, but a letter to him from his nephew, Judge Samuel Phillips, bearing date of April 23, 1781, shows that he not only had the plan in mind then, but had already discussed it with members of his family.

"The joy I felt on finding that you had it in contemplation to lay the foundation of another Academy," writes the Judge, "was great indeed: so great that I hardly know of anything within human reach that could have given me more satisfaction, save the intelligence that your purpose was executed. May my honored uncle *long* enjoy the fruits of his pious cares and projections, in seeing those who are furnished with the best principles filling the most important places in

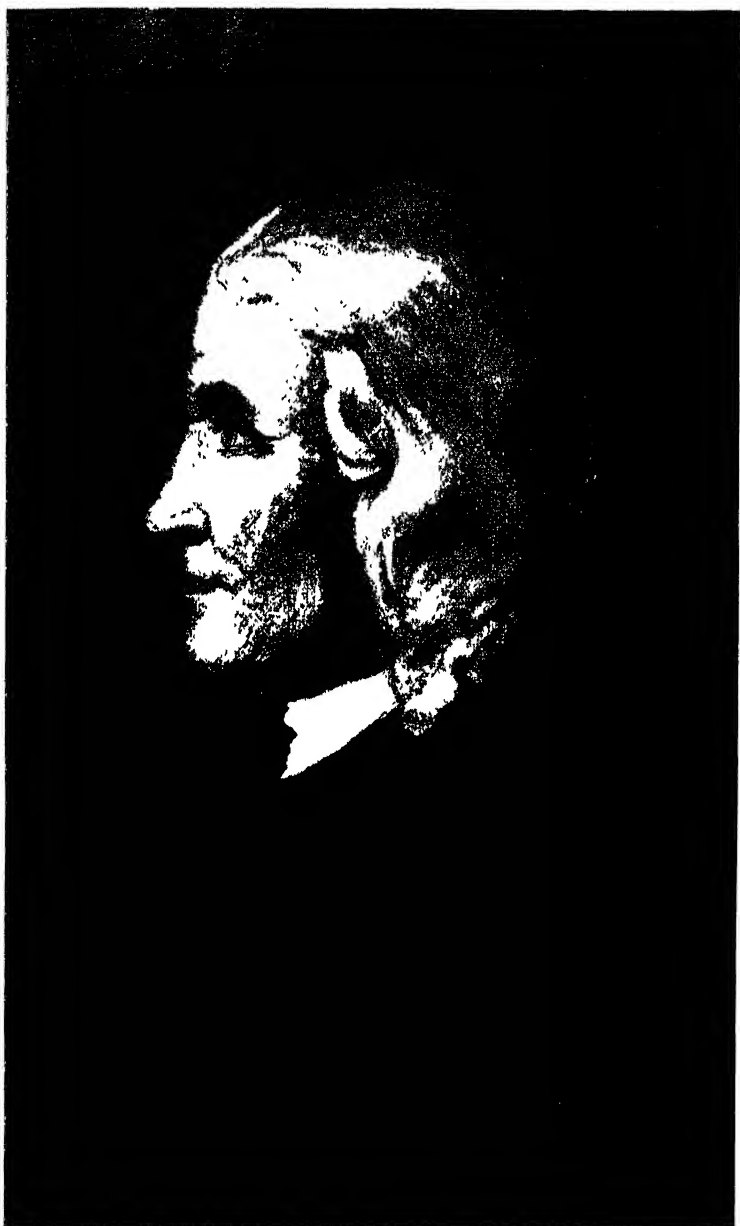
Church and State, and doing worthily for the kingdom of our glorious Savior."

The letter shows, as nothing could show better, how fine was the spirit of the Phillips family. Judge Phillips's congratulations were of the most unselfish character, for he was the favorite nephew of his childless old uncle, and therefore was more than likely to inherit the most of his estate. He must have seen at once and clearly that such a school would in time absorb all of his uncle's means and leave nothing to bequeath to relatives. Yet it was he above all others who was most eager for the project to be carried out. The consequences were exactly what the Judge must have foreseen, for in his will John Phillips gave to his nephew, the Judge, and to the Judge's son John, a namesake, £100 each, the largest legacy to any person except his wife, Elizabeth. The two academies were the chief beneficiaries.

In reply to the letter quoted above, Dr. Phillips wrote four days later:

"Your concurring sentiments and warm expressions respecting another Academy, are very refreshing and highly animating; and will greatly endear you to my friends here, who were encouraged to expect the help of your advice, and such assistance as might, in a course of time, when you shall have more leisure especially, greatly increase the benefit of such an institution. The motion was exceedingly agreeable to the General Court, who have incorporated the Academy by the name of the Phillips Exeter Academy, for the purposes mentioned in yours."

The Act of Incorporation is dated April 3, 1781. The charter established an academy "For the education of Youth in the English, Latin, and Greek Languages; in Writing, Arithmetic, Music, and the Art of Speaking,



SAMUEL PHILLIPS, ESQUIRE



Practical Geometry, Logic, and Geography, and such other of the Liberal Arts and Sciences or Languages as opportunity may hereafter permit, and as the Trustees hereinafter provided shall direct." The charter thus gives the greatest latitude in providing new studies or courses; yet Phillips Exeter has always been conservative in extending or changing its courses of study. It has remained a cultural school, where the humanities, Latin and Greek, still hold the most prominent place. In a material age it has enlarged its numbers and widened its fame by clinging to the things of the spirit. The subjects that were first taught here are the subjects that still receive the greatest attention. No attempt has been made to introduce a wide scientific course; the only sciences taught are elementary physics and chemistry, and of those only the amount prescribed for entrance to college.

The Act of Incorporation of Phillips Exeter Academy was signed by the Governor, or the "President," as he was then called, on April 3, 1781, which is six months, lacking one day, after Phillips Andover was incorporated, though Andover was founded and opened to students in 1778. Exeter is therefore the oldest educational institution in New Hampshire that has a charter from the Legislature. Dartmouth, which dates from 1769, was established by Royal Grant.

Those who framed the constitutions of the two Phillips Academies, as was discovered by Mr. C. M. Fuess and is set forth in his "History of Phillips Academy, Andover," were indebted for some of their theories to Locke's "Some Thoughts Concerning Education." Phrases from Locke appear frequently, and so also do phrases from Milton's "Essay on Education." Locke's theory that virtue and religion are the chief ends of



education found a strong support in the Puritan minds of the Phillipses.

The constitution of Phillips Andover Academy, which was written by Judge Samuel Phillips and Eliphalet Pearson, the first Principal of Phillips Andover, became the moral and intellectual compass of both institutions. There is in it a saving breadth that seems able to meet every situation as it arises. In drafting the constitution of Exeter, John Phillips somewhat changed the wording of the constitution of Andover, but he left it essentially the same. The part of it that is most often quoted is this: "But, above all, it is expected that the attention of Instructors to the *disposition* of the Minds and Morals of the Youth under their charge *will exceed every other care*; well considering that tho' goodness without knowledge, as it respects others, is weak and feeble, yet knowledge without goodness is dangerous; and that both united form the noblest character, and lay the surest foundation of usefulness to mankind."

Another clause in the constitution which has helped to make Phillips Exeter known for true democracy is this: "And it shall ever be equally open to youth of requisite qualifications from every quarter." No distinction of creed, color, or ancestry is allowed to prevail. Black, white, Mongol, alike stand on their qualities as men. Four Kentuckians once waited on Principal Soule with the threat that if a colored boy in the Academy were not dismissed they would leave. With a wave of the hand the Doctor declared that as long as the colored boy was a good citizen of the school he might remain; and that the four Kentuckians could stay or go, as they chose.<sup>1</sup> It is to their shame that they chose to go.

There have usually been a few colored boys, one or

<sup>1</sup> Cunningham, p. 56.

more Chinese or Japanese, and other foreigners at Exeter, and most of them have reflected credit on the Academy.

In one important particular Mr. Phillips did change the constitution of Phillips Andover Academy: in the Exeter constitution he reserved to himself much power that in the Andover constitution is delegated to the Trustees. He reserved the right to make special rules for the government of the Academy, and also the right to appoint the person who should succeed him as President of the Board of Trustees; and he provided that that person should in turn exercise the same right as to his successor.

The original constitution, in the clear, firm hand of Mr. Phillips, is still preserved, in the Davis Library.

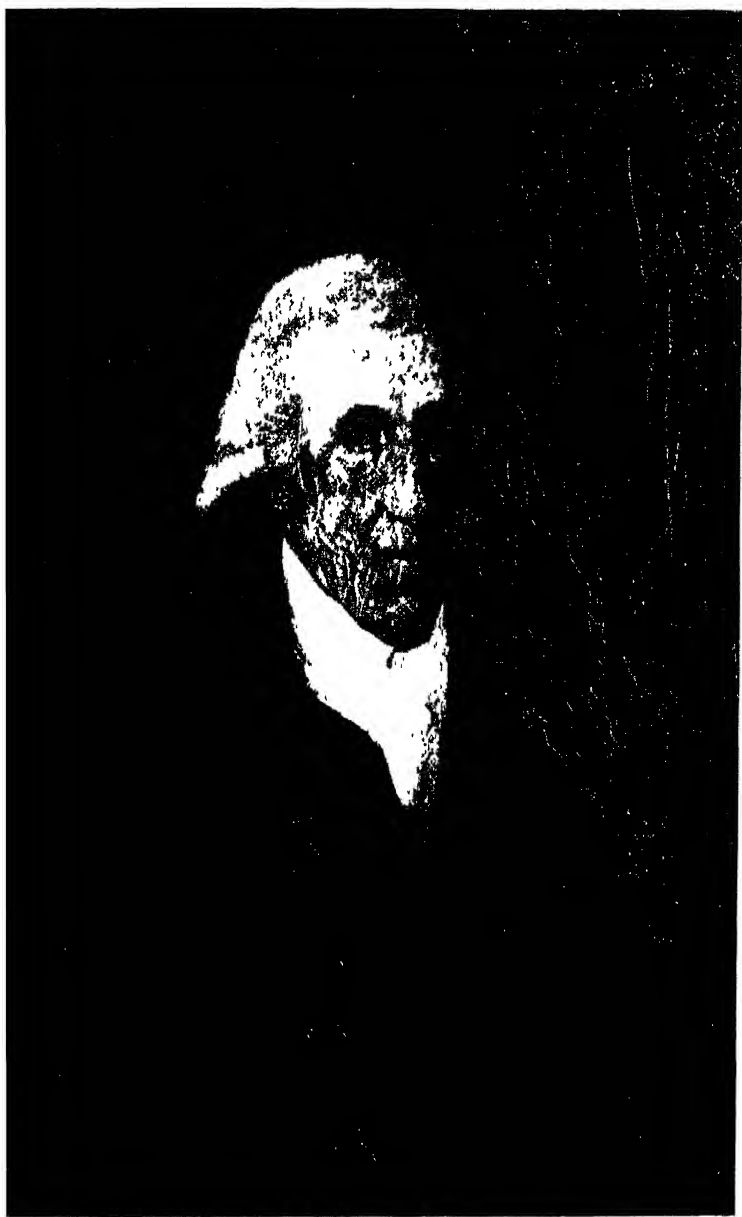
The first meeting of the Board of Trustees was held December 18, 1781, but the school was not opened until a year and a half later, owing to difficulty in finding suitable grounds. The first preceptor appointed was the Reverend Benjamin Thurston, of Exeter, one of the Trustees; but owing to ill health he never served, but acted as Clerk of the Board instead. There is a tradition that the school was opened February 20, 1783, and that Mr. Thurston heard on that date the first lesson ever recited in the Academy; but the tradition seems ill-founded, for it is known that the real opening took place in May. The *New Hampshire Gazette* for March 22, 1783, contains this notice:

"The Trustees of Phillips Exeter Academy hereby inform the people of the Commonwealth that they shall endeavor to be ready for the opening of the Academy by the last of April next: — All persons therefore, who would obtain the privilege of entrance of their sons into the same, are desired to make application to the Preceptor, who is judge of the qualifications of those who apply for entrance. By order of the Trustees,

"Exeter, March 1, 1783 BENJAMIN THURSTON, *Clerk*."

The difficulty, already referred to, of finding suitable grounds, was finally ended by deciding upon a site on Tan Lane, close to a number of tan yards, on what Mr. Phillips called "the little precipice," in the rear of the spot where the original building now stands. There John Phillips built the first hall in 1783, a structure that has withstood the ravages of time and fire, though the two that were built next after it have been burned. After it had been in use for many years it was moved far out Front Street and occupied for a time as a dwelling house by Deacon John T. Gordon; but the Class of 1891 bought it and the lot on which it now stands, and in 1917 it was restored to the present site, which is very near the spot that it first occupied. It stands where once was the tan yard, 212 feet east-south-east of its original location. The first site, a knoll near the Robinson Seminary grounds, was long marked by a depression of the size of the building. The new Lamont Infirmary now occupies the spot. The position is vouched for by Mr. George W. Gadd, of Exeter, who entered the employ of Retire H. Parker in the tan yard in 1856. Other men who worked in the yard at that time also pointed out the knoll as the spot where the house stood.

The new building was dedicated and the Preceptor, William Woodbridge, who had been chosen by John Phillips on February 20, 1783, was installed on May 1, 1783. One of the Trustees, the Reverend David McClure, of North Hampton, N. H., delivered an oration on the "Advantages of an Early Education." It was very long, full of vague generalities, and incredibly dull. The orator drew the inevitable parallels between Greece and Rome on one hand and the new republic on the other, uttered many vague generalities on learning, and made a few shrewd observations on



JUDGE SAMUEL PHILLIPS, JR.



education in general; flattered the Founder and besought a blessing from heaven on his devoted head. On the principle of *Ex pede, Herculem*, one short paragraph will suffice:

"Detestable ignorance! thou offspring of sin, and fruitful parent of evil! with foul assiduity thou nourishest blind bigotry, gloomy superstition, unresisting slavery, and bloody persecution! too long hast thou held mankind in thy chains. Thy charm shall be broken. In thy ruin shall science, liberty and virtue flourish."

Those who wish to read more are directed to the Davis Library, where there is a printed copy of the whole oration. Having read it, they will the better appreciate and the more ardently admire the courage of the old clergyman of Mr. C. H. Bell's day, who, as Mr. Bell observes in his "Historical Sketches," remarked after reading McClure's oration, "I rejoice to know that there was a time when men dared to be dull."

After the formal "oration," the Reverend Benjamin Thurston, Clerk of the Board of Trustees, addressed the Preceptor in a speech as academic and stilted, and almost as dull, as the Reverend Mr. McClure's effort had been; and the Preceptor replied in kind. Neither speech would hold the attention of an audience today, and probably neither will stir the modern reader to any unseemly demonstrations of enthusiasm. Nevertheless, both are here printed because of the picture that they call up of grave and elderly gentlemen, formal in broadcloth and beaver and high stock, conscious of the dignity of the cloth and impressed with the importance of the occasion. The two speeches are a daguerrotype of the mental and moral times.

Said Mr. Thurston <sup>1</sup>:

"You, sir, being invited by the honorable Founder of this institution, with the universal approbation of the Board of Trustees, to take upon you, as Preceptor, the charge of this Academy, and having accepted the invitation, I, in behalf and in the name of the Board, in this public manner welcome you to this literary function. The business, sir, you are entering upon is arduous and weighty; but, from your distinguished character, we presume you will make it agreeable, honorable, and useful: nothing, we trust, will be wanting to render it so from the public, the end of this institution being the general good of society. The citizens of this town, we presume, will join their endeavors with their approbation to facilitate your undertaking; and you may, sir, at all times, in the line of duty depend on our confidence, approbation, and support. The theatre before you is large, the field of your instruction extending, as occasion requires, to all those sciences and arts commonly taught in academical institutions; every state, town, and family having equal right by the constitution to all the privileges of the seminary, and none wanting encouragement to apply for entrance who are suitably qualified for admission. You will therefore, sir, make no discrimination in favor of any particular state, town, or family, on account of parentage, age, wealth, sentiments of religion, etc. The institution is founded on principles of the most extensive liberality. The constitution and laws of the institution you will adopt as your guide in the government and instruction of the seminary, and in the exercise of all those powers and rights vested in you by the constitution, which I now present you; that is our warrant in these public transactions, and your encouragement in this solemn induction; governing yourself in your public capacity by that, without prejudice or fear, will recommend you to the approbation and esteem of all good men, and place you under the patronage of that God whose blessings will crown your endeavors with success. The time, sir, is at hand when you will actually enter on the business of your appointment; the academical edifice erected for that purpose in this place, and wholly devoted to the public by some gen-

<sup>1</sup> The address to the Preceptor and his reply are reproduced with the permission of the Harvard College Library, which owns the original Mansfield MSS.

erous friends to literature, we now commit to your immediate care and possession for carrying into execution the design of this institution; in evidence of which, and as your warrant in taking possession, I, now, sir, present you the keys. You will then enter on the business of your appointment with assurance of our affection and sincere friendship, as a token of which I now give you my hand; at the same time wishing you a blessing from Him, in the improvement of your gifts, who giveth to all their talents, with confident expectation of seeing virtue and literature adding a crown to your labors."

The Preceptor made the following reply:

"Dear and Respected Sir, — The cordiality and politeness of such a friendly welcome to this institution merit a return of my sincere thanks. Decency and propriety require that reply which the sensibility of a grateful mind would dedicate. Great, inexpressibly weighty, are the duties of that important station to which I am now invited; and singular the exercise of that labor and self-denial, of that wisdom and patience, absolutely necessary to a faithful discharge.

"Without the assured expectation of aid from Heaven and from you, nothing could induce me to accept the charge; but with full confidence of your fidelity and honor to discharge the duties of your trust in granting every necessary and proper support, both for maintenance and authority, with raised expectations that the generous founder will continue his smiles, that those gentlemen whose generosity has furnished a building will yet be friends, that the town which has so worthily promoted its welfare by their influence with the General Court will persevere in their endeavors to establish its reputation and promote its usefulness, I am confident in my hopes of its prosperity and success.

"With a due sense of the importance of the charge, where minds are to be formed for immortality, and furnished for the duties of a useful life; with a becoming sense of deficiency in that wisdom, those virtues and accomplishments, that finish the character of a complete instructor; and with constant dependence upon the aid of Providence (without which every attempt is vain), I would readily obey the providential call, and step forth thus publicly to manifest my acceptance of it; and,



as I would humbly hope, with solemn sincerity, to devote myself to the service of this institution, and, being thus supported, pledge my character and a sacred honor conscientiously and faithfully to discharge the station while Providence may continue me there.

"Kindly aid me, O ye friends of virtue, of piety, and of learning! ever support me by your friendship and your candor: 'Tis the interest of yourselves and your children, of society and virtue, that demands your aid. As the speaker asks nothing for himself, unconnected with this institution, he hopes his wishes may be granted. He would modestly hope the interest of virtue and a useful life were not among the least of his motives to forsake his tender friends, bid adieu to the prospect of affluence and the pleasing hopes of more leisure life.

"As Providence has determined my residence among you, I hope to be excused if, upon this occasion, I deliver my sentiments with unusual freedom; and more especially when I can sincerely add that I wish for your friendship and support, that my labors may be beneficial to *you*, to *society*, and to your *sons*.

"I congratulate myself upon the prospect of becoming a friendly member of your societies, ardently wishing to merit your approbation and friendship.

"I congratulate the honorable and benevolent Founder of this institution upon the happy prospect of its proving a valuable and extensive blessing to society while time endures. May unborn thousands of this rising empire meet him in glory, and hail him as the benefactor of piety and virtue, while both pay their united adoration to Him whose bounty bestowed the gift and whose goodness first excited the generous purpose!

"I congratulate this honorable Trust in the opportunity they have to serve the interests of learning and virtue; and upon these singular motives now presented to persevere in their endeavors to render this institution an extensive blessing. Its success greatly, very greatly, depends upon the liberality and fidelity with which they discharge the trust.

"I congratulate you all, my affectionate friends, upon the arrival of this happy day which opens the Exeter Academy; and at a time when every patriotic heart dilates with unusual joy at the delightful sound of peace.

"While the glories of this rising empire dawn upon us, let us unitedly exert every effort to cherish the institutions of

*knowledge*, which is the *stability* of these *glorious* times when the voice of *liberty* and *peace* is heard.

"So shall *that* science and virtue which have seated America in the throne of empires, and made her revered among the nations, be extensively spread to form the minds and virtues of her illustrious sons.

"So shall they be formed for usefulness and famed for wisdom, for virtue, and for glory.

"And so, my friends, shall we offer a grateful return for the blessings we now enjoy, to the wonderful Counsellor, the mighty God, the everlasting Father, and the Prince of Peace."

Mr. Woodbridge's reference to bidding "adieu to the prospect of affluence" in order to accept the office of preceptor is hard to understand, for at the time when Mr. Phillips appointed him he was the master of the Newburyport, Massachusetts, grammar school, a position that could hardly have paid as high a salary as his new post.

The *New Hampshire Gazette* for May 10, 1783, reported the ceremonies as follows:

"Thursday, the 1st instant, being appointed for the dedication of the building for the use of the Phillips Exeter Academy, in this town, and for the inauguration of the Preceptor, accordingly in the afternoon the honorable Founder and Trustees, with many other gentlemen and a respectable auditory, attended in one of the meeting houses in this town. The exercises began with singing; a prayer succeeded, by the Rev. Mr. Rogers; and an oration on the 'Advantages of Learning and its Happy Tendency to promote Virtue and Piety' was delivered by the Rev. Mr. McClure, with an address to the Founder, Trustees, and Preceptor. The inaugurating ceremonies were performed by Mr. Thurston, a gentleman of the Trust, with a particular address and a charge to the Preceptor. Mr. Woodbridge, the Preceptor, publicly manifested his acceptance of the important charge, and pronounced an affectionate address to the Trustees and auditory. A prayer was made by the Rev. Mr. Mansfield, and the whole was concluded by singing. Each part was performed with propriety, and a solemnity suitable to the occasion,—the whole to universal acceptance.

"Thus we behold with pleasing satisfaction the birth of a new institution, founded on noble principles, for promoting learning, virtue, and piety; and we have raised expectations that this institution will speedily flourish."

So long as Mr. Phillips lived he held in his own person the office of President of the Board of Trustees, but when he felt that he was nearing the end of his life, he availed himself of the right that he had reserved in the constitution and appointed as his successor John Taylor Gilman, of Exeter. Mr. Gilman at first refused to accept the trust, but at Mr. Phillips's earnest solicitation he at length yielded.

Mr. Gilman was a man of high aims and great public services. He was a member of the local Committee of Safety with John Phillips, an officer of the regiment that marched from Exeter on the morning after the battle of Lexington to join the Continental forces in Boston. In July, 1776, he was chosen to read the Declaration of Independence to his assembled townspeople. From 1794 till 1805, and from 1813 until 1816 he was Governor of New Hampshire, a longer period than any other man in the state ever held the office. He was a firm friend of John Wentworth, the Royal Governor of New Hampshire, who tried to keep Mr. Gilman loyal, and who declared when Gilman openly aided the Revolution that after the uprising was quelled he would "save the rash patriot." No wonder that Mr. Phillips was determined to retain the services of such a man to carry on the work after he himself was dead! Nor did he choose amiss; for Mr. Gilman worked long and most unselfishly for the school. Among his early work for the Academy was giving the main yard, where the central buildings now stand, and overseeing the construction of the second recitation building.

It was Mr. Phillips's intention that Mr. Gilman should exercise the same right that he had exercised, and appoint his own successor, but that Mr. Gilman declined to do on the ground that, in his opinion, the right might "become not only Injurious but Invidious." Having held the office of President from 1795 to 1827, Mr. Gilman, on August 21 of the latter year, handed in his resignation to the Board with a letter remarkable for its grasp of the situation, its foresight and its unselfishness.

"I do not see," he wrote, "that the welfare of the Institution can be in any degree promoted by my making an appointment; and believing that the Harmony of the Board will, probably, be best preserved by their own appointments to fill Vacancy's, I have concluded not to appoint a successor.

"I embrace this opportunity to say that I have Uniformly held in high Estimation the Benevolent Intentions of Dr. Phillips in Establishing the Academy, and the Respect is Enhanced when I call to mind the time when it was Founded — a time when the general attention was drawn to the war of the Revolution and Education (at least in this Quarter) much neglected. He lived to see his Academy progressing in usefulness, and in his last years frequently expressed his Expectation that the time would come when it would not be Necessary for students to go from this, to any other seminary for Completing a thorough Education."

The last clause is enlightening; the Founder intended that the school should fit young men for citizenship direct, not by way of college. The growth of the idea that Exeter was a fitting school came from the excellent progress that its few early boys made on entering college.

There is something touching, almost pathetic, in the

knowledge that a man who did so much for his country as Mr. Gilman did, and did it so modestly, should have hesitated, and at first declined, to accept the office of President of the Board because he had so little book-learning. Even during his long period of service he always felt uncomfortable during the examinations (which the Trustees then attended) because he was not an educated man in the academic sense. Brave old servant of his generation; he was too honest-minded to enjoy seeming to pass judgment on examinations in subjects of which he knew less than the boys whose qualifications he was supposed to test!

Of the founding there remains only an account of the earliest Trustees.

David McClure, teacher and preacher, one of the men chosen by John Phillips as a member of the first Board of Trustees, was born in Newport, R. I., November 18, 1748. He went to Lovell's Latin School for awhile, but at the age of fifteen he was sent to Dr. Wheelock's Indian School at Lebanon, Connecticut, to become a missionary to the Indians. In 1765 he entered Yale College. While there he wrote that he and a classmate rarely spoke any other language than the Indian. After graduating at Yale, Mr. McClure returned to Moor's Charity School at Lebanon, and in 1770 moved with the school to Hanover, New Hampshire, where he was head of the school and tutor in the newly founded Dartmouth College. In 1772 he went on a fruitless mission to the Delaware Indians, and on his return the next year he was settled as pastor of the church at North Hampton, New Hampshire. December 10, 1780, he married Hannah Pomeroy, niece of President Wheelock. His wife died in 1814, and two years later he married Mrs. Bessy Martin, of Providence, R. I. After 1798 when his voice failed, he

rarely preached but he taught till the time of his death. In 1777 he was made a trustee of Dartmouth College, and in 1800 was made Doctor of Divinity. Dr. McClure is described as a man of very winning and attractive manners, and a deep and accurate scholar. His sermons were moral and practical, not theological. He left a diary full of vivid pictures of the times of the Revolution. He was in Boston at the time of the battles of Lexington and Concord, and describes the tumult and strife accurately and strongly. In 1785 he removed to Connecticut, and resigned from the trust in 1787. At the formal opening of the Academy he delivered an oration on "The Advantages of Learning." Of him Mr. Phillips always spoke with the greatest respect and affection.

Judge John Pickering,<sup>1</sup> one of the men chosen by John Phillips as a member of the first Board of Trustees, was born in Newington, N. H., in 1737. He graduated from Harvard in 1761, and received an invitation to preach in Boston, but came to Greenland, N. H., to study law. Soon he settled in Portsmouth. In 1774 Mr. Pickering was a representative in the Assembly of the Province. Being of a mild and timid disposition he was one of those who appeared before Congress as a remonstrant against the throwing off of the British yoke. He held many high offices in the state, and in 1790 was elected President of New Hampshire. He was a member of the American Academy of Arts and Sciences, and was granted the degree of LL.D. by Dartmouth. Judge Pickering was deeply religious and joined the South Parish, Portsmouth, in July, 1770. This parish was always most liberal; it early broke with Calvinism, and was one of the first members of the circle of Unitarian churches. Its early creed

<sup>1</sup> Bell's Bench and Bar of New Hampshire, p. 44.

held no reference to foreordination, election, or eternal punishment. This is of importance in considering that John Phillips appointed men of liberal views to his Board of Trust.

Thomas Odiorne,<sup>1</sup> one of the first Trustees, was born December 1, 1733. He is described as a most worthy and industrious citizen. He manufactured sail cloth in Carpenter's Lane; the state legislature encouraged the industry, and paid him a bounty of seven shillings on each bolt of cloth. The power was furnished by hand only, and at length the industry died out. Mr. Odiorne was much in public life. He signed a protest against unlicensed acts of violence which had grown out of the Stamp Act. In addition he furnished clothing for the Continental soldiers, and was entrusted with the purchase of equipment for the field. In 1776 he was a member of the Legislature, and was also a member of the Committee of Safety. Mr. Odiorne married Joanna, daughter of Major John Gilman, and became the father of nine children. He died April 28, 1819.

Still another of the first Trustees was Reverend Benjamin Thurston. It was Dr. Phillips's plan at first to appoint Mr. Thurston preceptor, or principal; but owing to Mr. Thurston's ill health Mr. Phillips hesitated to appoint him, feeling that the man could live but a short time. At any rate he held a high place in the esteem of the Founder, and delivered the address to the preceptor at the time of the founding. Mr. Thurston<sup>1</sup> was born in Bradford, Massachusetts, September 25, 1753. He graduated at Harvard in 1774, and on December 2, 1777, he married Sarah, daughter of former Lieutenant John Phillips of Boston. Mrs. Thurston

<sup>1</sup> Bell's History of Exeter, p. 33, 304.

<sup>2</sup> Thurston Genealogies, 2d. ed., p. 67.



FIRST ACADEMY BUILDING

Now the Faculty Club  
Lamont Infirmary in the Background





died May 22, 1789, and on April 14, 1790, he married as his second wife Sarah Moulton, widow of General Moulton, of Hampton, New Hampshire. He settled in North Hampton, New Hampshire, as a minister. He is said to have had rare talent, a pleasing address, and to have been an efficient preacher. He died near Raleigh, North Carolina, in 1804.

Daniel Tilton, a Trustee appointed by the Founder, remains in more or less obscurity. He is probably the man referred to in Bell's history as signing a protest against illegal and violent acts; and the same man signed the non-importation agreement in 1774. According to the New Hampshire provincial papers he was chairman of the selectmen in 1781. According to the same authority he had a store in Exeter in 1776; and he refused to let the committee appointed examine his stock of goods at the time when goods were scarce and shop keepers were accused of hoarding them for higher prices. This Daniel Tilton held the rank of Major in the regiment of Colonel Gilman.

The last of the original Trustees was Judge Samuel Phillips, of Andover, an account of whose connection with the Academy appears elsewhere.

## CHAPTER V

### THE FIRST PRECEPTOR: WILLIAM WOODBIDGE

I taught all my life, and for many years I preached four sermons each Sunday. — Private diary of WILLIAM WOODBIDGE.

WILLIAM WOODBIDGE, the first Preceptor of the Phillips Exeter Academy, was born in Glastonbury, Connecticut, September 14, 1755, the youngest son of the Reverend Ashbel Woodbridge. The poverty that fell upon the family through the early death of his father and by the education of his three older brothers seemed to destine William to life on the farm or at a trade; but with characteristic determination he set out to get the preparation necessary for college. His purpose was to enter the ministry. His love of preaching, which was a ruling passion all his life, seems to have been inherited from a line of dissenting ministers in England that extended back to the time of Edward the Sixth, when one of his ancestors, a clergyman in the Church of England, refused to wear the ecclesiastical vestments, which had been abolished but which were restored under that king.<sup>1</sup>

During his struggles to prepare for college young Woodbridge taught school, served as a clerk in his brother's store, and at one time seemed to have settled down to a commercial life, for he bought and fitted out

<sup>1</sup> Most of the data regarding Mr. Woodbridge comes from MSS. in the hands of a great-grandson, Mr. T. R. Woodbridge, Upland, California.



WILLIAM WOODBRIDGE



a small trading vessel, and was doing an excellent business when the vessel was wrecked. The disaster turned him once more to his education, and in 1776 he entered Yale College. Though hampered throughout his course by poverty, he was known as a leader in the religious life of the students.

In 1779 Mr. Woodbridge began his life work by conducting a school for young ladies at Worthington Society, now Berlin, Connecticut. The next winter he taught a more advanced class for young ladies at a night school at New Haven. He founded a similar school at Ripton Parish, now Huntington, Connecticut. When he finished his college course, in 1780, he took charge of the Newburyport, Massachusetts, grammar school, from which he was called to the new Academy at Exeter, at a yearly salary of £100-6 s.-8 d.

Of the beginning of his work in the Academy Mr. Woodbridge writes thus in his private diary: <sup>1</sup>

"Exeter Academy was opened in April, 1783. During the war few young men could be educated. A crowd of such were ready to fill up the Academy. By charter, no boarders in a family where morning and evening prayers were not maintained should be admitted to the privileges of the Academy. Such a prohibition would break up the Academy at once. One expedient only remained: I must make them my family, as in college. In order to do this, the students were called to the Academy at one half after five in summer, and before sunrise in winter. Prayers were attended, and morning lessons recited before breakfast. The other six hours as usual were attended. Wednesday P. M. was recess, also Saturday P. M., yet prayers always attended. Saturday and Sabbath mornings and evenings was a moral or pious lecture. Five years and a half—with the exception of about six weeks—this course was attended in term time. The number of scholars in languages, figures, geography, composition, speaking, was from 45 to 64, who gave in their account of

<sup>1</sup> Exeter News-Letter, July 5, 1895.

their studies Wednesday and Saturday noon. Delinquents were not dismissed for the afternoon. In all this Herculean labor I had no assistant."

That on Mr. Woodbridge fell the greater part of the burden there is no doubt; but that he had no assistant is not literally true, for the Trustees had employed two assistants before 1787. Joseph Willard,<sup>1</sup> Harvard, 1784, appears as Instructor for the school year 1784-85, and Salmon Chase, Dartmouth, 1785, for the school year 1785-86. In 1786 only nineteen students entered the Academy, in 1787 only fourteen, and in 1788 only thirteen. Hence towards the close of Mr. Woodbridge's day there was not so much need of an assistant. What Mr. Woodbridge may have had in mind when in later years he wrote the account already quoted of his trials and struggles in Exeter is that in the matter of arranging the curriculum, checking up the work of the students through semi-weekly reports from each one, and overseeing their religious instruction he did all of the work with painstaking, personal care.

There was much besides the young Academy to worry Mr. Woodbridge. On April 4, 1785, he married Elizabeth, the second daughter of Deacon Samuel Brooks, Jr., of Exeter. After bearing him twin daughters, one of whom died in infancy, Mrs. Woodbridge herself died on November 16, 1787, in her twenty-sixth year. During her long illness Mr. Woodbridge worked hard at his school duties; and there is no doubt that his health was seriously impaired by constant attendance at his wife's bedside when he was not in the class room.

During his years as Preceptor, Mr. Woodbridge saw the numbers in the Academy steadily decrease, and that, no doubt, quite as much as ill health, strengthened

<sup>1</sup> Mansfield MSS., Harvard College Library.

his determination to give up the work. The entrance enrollment having shrunk from 56 in the opening year to 13 in 1788, on June 11 of the latter year he handed his resignation to the Trustees, and on October 8 of the same year they accepted it and appointed Benjamin Abbot temporarily to the preceptorship. The appointment was not considered permanent till October 15, 1791, when Dr. Abbot formally accepted it as such.

The activities of Mr. Woodbridge after leaving Exeter were amazing. He preached, taught, wrote, and edited text books. He studied a year at Harvard, and then opened a private school in Medford. Later he taught in Connecticut, New Jersey, Pennsylvania, Mississippi, and Ohio. As has already been related, Mr. Woodbridge's first wife died in Exeter, in 1787. On November 10, 1793, in Newport, Rhode Island, he married Ann Channing, who died July 5, 1809. On December 14, 1810, in Morristown, New Jersey, he married the widow of Jonathan Stiles, Jr. The third Mrs. Woodbridge died July 12, 1822. Two years later, on August 16, 1824, in Utica, New York, he married Mrs. Abigail Wolcott. His fourth wife died May 20, 1835. His children were twin daughters by his first wife, one of whom died in infancy; and a son by his second wife.

One of Mr. Woodbridge's hobbies was the education of women, a work in which he maintained that he was the earliest pioneer.

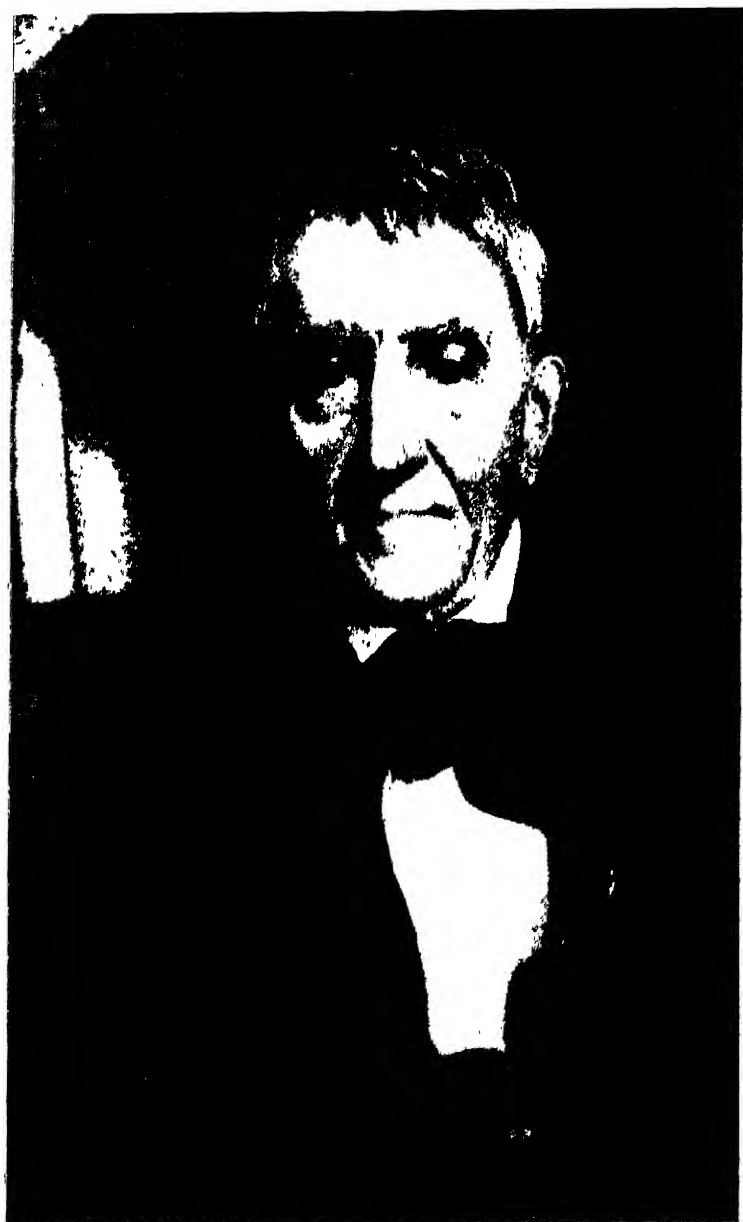
An amusing picture of him as he appeared late in life is found in the diary of Mr. C. C. Baldwin, former librarian of the American Antiquarian Society, Worcester, Massachusetts, under date of February 20, 1834, a year almost to a day before Mr. Woodbridge's death:



"I was visited at the Antiquarian hall this morning by the venerable William Woodbridge, now of Utica, N. Y. He is in his 80th year. . . . He had the airs and dry humor of an old pedagogue about him. I laughed heartily to hear him complain of the innovations that have been introduced into the system of education. 'When, said he, 'will people be done trying experiments? There are several conceited fops now at work attempting to palm off upon the community their crude and impracticable schemes in the work of instruction. There's Noah Webster, old as he is, is as full of changes as the moon. Do but look at his productions! I have been striving for more than half a century to put down his spelling book. But *cui bono?* It is in use everywhere. And there is his great dictionary, which he calls his *opus magnum*. What is it but a great evil, *mega biblon, mega kakon*. But, alas, *tempora mutantur et nos mutamur in illis*. We can make no progress in the great work of education until we return to the point from which we have diverged, but *hic labor, hoc opus est*, and I fear it is now too late to accomplish so desirable an object. He introduced his Latin so thickly that I could not remember half of it."

Preceptor Woodbridge was a mixture of visionary and practical man. He loved change with truly American fervor, and was eager and impetuous, hoping always to accomplish great things. It is small wonder that such a nature lacked the patience necessary to bring success to a new school that had yet to earn a name. It was in shift and change that he found play for his unusual genius.





BENJAMIN ABBOT

## CHAPTER VI

### BENJAMIN ABBOT: MASTER

The student should bear the labouring oar.

— BENJAMIN ABBOT.

**A**BBOT has been a name of honor in Massachusetts ever since George Abbot left Yorkshire, England, in 1640 to settle in Andover, where he built a garrison house against the Indians and wrested a farm from the wilderness. For five generations the eldest son was named John, and lived and died on the ancestral acres. There Benjamin was born, September 17, 1762, the third son of John Abbot, 4th.

Little<sup>1</sup> is known of his early boyhood except that he worked on his father's farm, and attended the local school during the winter months. In 1782 he entered Phillips Andover Academy, of which Eliphalet Pearson was then the principal. Another of his teachers was Jeremiah Smith, later the famous lawyer and judge. The instruction was evidently of the kind that publishers' notices used to describe as "illustrated with cuts," for Josiah Quincy, who was one of Abbot's schoolmates, thus describes an incident that occurred in Principal Pearson's Latin class:

"Unfortunately, I gave to the *c* a hard sound. I said, 'nokeo, nokere, nokui.' The next thing I knew *I was knocked.*"

After leaving Phillips Andover, Mr. Abbot went to Harvard, where, upon his graduation in 1788, he

<sup>1</sup> Cunningham, p. 17.

delivered the salutatory oration. He was also made recording secretary of the Phi Beta Kappa Society, an honor that was given to the first scholar of the class.

October 8, 1788, saw Benjamin Abbot appointed by Dr. Phillips as temporary preceptor of Exeter. It was perhaps because the first preceptor had made a failure of the school that the appointment of Abbot was at first made only for the time being; but it is also likely that Abbot was doubtful whether he should succeed. At any rate, he stipulated that either he or the Trustees might terminate the relationship at any time upon due notice. In Abbot's first year 13 students entered the Academy; in his second year, 47; and from that time on there was no lack of numbers in John Phillips's school, which now was fairly launched on its long and honorable career. Accordingly, on October 15, 1790, the Trustees made Abbot permanent Preceptor.

Religious tolerance has always been an asset of Exeter. At Andover an attempt was made by one principal to turn students from Harvard to Yale and other colleges because of Harvard's liberal tendencies, but Mr. Abbot was in accord with the more humane and tolerant attitude, and to Harvard he sent most of the graduates of Exeter. There was no attempt to hamper him, for when his name was under consideration for the preceptorship, but before he had been appointed, he had remarked to John Phillips that he might not meet the Doctor's theological standards. To this Dr. Phillips had replied gruffly, "Have a drink of brandy, Mr. Abbot," and dismissed the subject.<sup>1</sup>

The Academy soon outgrew the recitation building on Tan Lane, and accordingly, under the care of the Founder, a new hall was erected on Front Street, where

<sup>1</sup> Told by John T. Perry, Class of 1843.

the main building has since stood, on land given by John T. Gilman.

That building, an excellent example of Georgian architecture, was of wood, heavy oak for the most part, and contained four rooms on the ground floor.<sup>1</sup> On the right of the entrance was the library of the Golden Branch; adjoining that was a small room used by the English instructor. Next came a broad staircase, and finally behind that, on the right, was the "philosophical room," containing physical apparatus that today would be ludicrously antiquated. Half way down the entry on the left was the door into Dr. Abbot's room, or the Latin room, as it was called. At the head of the stairway was the school library, and at the right of that the main hall where were held the annual school exhibitions. In 1821 wings were added on the ground floor to supply needed rooms. In that building Benjamin Abbot ruled and taught for forty-four years, his first six years having been passed in the original building on Tan Lane.

The Latin room was the center of the life of the school. It was bare, unrelieved by bust, cast, or even a map; the only ornament being the old family clock of Dr. John Phillips, the Founder, which ticked accurately in the corner, its handsome case rather out of place amid the Puritan simplicity of the hall. From the door of the Latin room a central aisle ran to the large chimney and fireplace opposite. In the aisle stood a huge cast-iron stove, its pipe running almost the width of the room to the chimney. In extremely cold weather the fireplace blazed with burning logs to eke out the heat from the stove. Rows of unpainted pine desks, or "boxes," as the boys termed them, rose on an incline from the fireplace toward the entrance.

<sup>1</sup> William G. Perry, *Bulletin*, March, 1907.

Each desk was occupied by two boys, who exercised an exclusive and jealous right of ownership over it. Everyone respected that right and the whole school would have resented any violation of the privacy of individual desks. The lids, when raised, offered some slight chance for idling and inattention; but the Doctor's eye soon caught those who took advantage of it. Evidently no attempt was made to prevent the pupils from writing or carving their names or initials on the woodwork of the room, for the desks of Eton were never more deeply scarred than were those of Exeter. Every bit of exposed woodwork bore its carving, and the walls and ceilings were pencilled and scratched. In the bell tower, reached by a steep flight of stairs from the second floor, was a rude "D. W." deep cut by the knife of Daniel Webster of the class of 1796.

The rear seats of Dr. Abbot's room were raised two steps above the floor, and on one of them, near the door, sat the monitor. The Doctor himself sat in an octagonal pulpit at the southwest corner of the room. The recitation bench was an enclosed pew along the wall, with a paneled front, in which seven or eight boys could be seated. Larger classes spread into the adjoining boxes. To hear a recitation the instructor turned half way round, and even then faced his class at the end of the row, at an angle. Thus the classes recited in sight and hearing of those who were supposed to be busily studying, a plan the soundness of which may be questioned; but one of the Doctor's old pupils, Dr. N. E. Soule, once remarked that he learned a great deal about Ariovistus before he ever studied Caesar, from hearing the higher classes recite.

Dr. Abbot never stirred from his desk through the long hours of recitation, but Professor Joseph G. Hoyt,



SECOND ACADEMY BUILDING





who introduced many reforms during his years from 1841-1859, scandalized the school by stepping down from his desk to explain problems on the board. Till then it had been supposed that instructors, like the gods on Olympus, would not descend from their exalted stations for mortals.

Morning and evening prayers were held seven days a week in the Doctor's room. The only difference on Sundays was that no fires were built, and sometimes in winter the room was deadly cold.

A day under Dr. Abbot was long and full of exacting duties. It began at half-past seven with prayers in the study room. Since there were no artificial lights, it was often difficult to read the responses, which were from the Bible, and were continued in order. After the prayer, the students would fall to work until ten o'clock, when a brief recess of twenty minutes broke the morning session, which ended at twelve.

During spring, summer, and fall the afternoon sessions lasted from three until six; during the winter from two until five. The lack of artificial light made early closing imperative. The last half hour was always devoted to prayers. Towards the close of his days as principal, Dr. Abbot conducted the evening prayers only, those in the morning being conducted by Professor Soule or by some instructor.

In pleasant weather the hours between dinner and three o'clock were spent by the students in the Academy yard, at football, or at bat-and-ball, the latter an outgrowth of one-old-cat or two-old-cat. At best the play time was a brief one, for school soon reassembled and the grind was on again. Nor did evening afford hours for idleness, for every boy was required to be in his rooming house, quietly at work at seven o'clock.

By nine o'clock he must go to bed. Landladies were asked to enforce that rule; but they probably needed little urging, for candles were expensive. So the day for the students ended as it had begun — too soon. But the life was sane and wholesome. Boys thrived under it; and the two principals, Abbot and Soule, also thrived, for together they served eighty-five years as heads of the school, from 1788 to 1873, and since Mr. Soule served seventeen years as assistant, their total years of service at Exeter were one hundred and two.

That Abbot or any other principal of the Academy ever employed flogging is exceedingly doubtful. Dr. Nicholas E. Soule, '35, said that when he entered there was a tradition that Dr. Abbot had once upon a time resorted to flogging, but it was only a tradition. Alpheus S. Packard, of the class of 1811, says:

"It<sup>1</sup> gives me great pleasure to review in this way the memory of the admirable discipline and manners of the school of seventy years ago, if that could be called *discipline*, where was never heard a loud tone of censure or command, — no motion seen to quell disorder, except now and then a light tap at the desk of the Principal. There were rebukes and sometimes severer methods, but such were always administered in the library, and always with effect; for in presence of the school the erring one was directed to go to the library, while the Principal followed with impressive bearing, and we knew that it was a grave occasion. Mr. Abbot, who soon became Dr. Abbot, was feared, respected, and loved alike by student and townsman; and the decorum and manly bearing which characterized the school while he was at its head must have deeply impressed itself upon the lives of those who were so fortunate as to be his pupils."

It seems, therefore, that even in private the venerated Doctor used nothing more severe than stern looks and words to accomplish his ends; and the following con-

<sup>1</sup> Cunningham, p. 234-235.

tribution, which appeared in the Boston *Advertiser* of August 31, 1877, from the pen of George Lunt, class of 1818, bears out that supposition:

"One striking piece of evidence in favor of the high character of the Academy consists in the fact that no corporal punishment was inflicted on any pupil in the classical department, presided over by Dr. Abbot, so far as I have heard, during the two years that I was under his charge. There were occasional rumors of the use of the ferule on the English side, in a separate department; but I do not know they were ever traced to any authentic source. On one or two solemn occasions Dr. Abbot would direct a supposed culprit to go to the Philosophy Room, a section of the building seldom visited. The doctor would follow with measured pace. What took place at these times we never knew; but the good doctor's manner upon his return was painful to witness, and was rather that of one who had suffered himself than of a master who had exacted from an offender the punishment due to his delinquency. These occasions were rare indeed; but I am sure if repentance and reformation did not follow upon reproof, dismissal was the inevitable consequence."

Dr. William G. Perry, class of 1833, said in the *Bulletin* of March, 1907:

"The tradition about this room (the library) was that boys were brought in here to be flogged. Nothing of that kind was done in my day, and I never heard of anyone who had known of it."

There is no doubt that Dr. Abbot ruled as well without flogging as the much-hated Dr. John Keate, long Lower Master and Head Master at Eton, in England, ruled by means of unlimited birching. Henry Ware, Instructor at Exeter in 1812-1814, once said that when he was an assistant in the Academy he asked Dr. Abbot, "How is it that when I am here (in the study hall) the boys are so noisy, and when you come they are so

still?" Dr. Abbot said he had two rules in governing the students. The first was, *Obsta principiis* (resist beginnings), and the second, *Suaviter in modo, fortiter in re* (gentle in manner, but decisive in action).

Dr. Abbot himself used to relate with humorous appreciation a remark that the father of Lewis Cass once made to him. When young Cass entered the Academy as a pupil of Dr. Abbot he was so unruly that his father despaired of him; but after he had been there for a time the father, on meeting Dr. Abbot, said to him, "If Lewis was half as much afraid of the Almighty as he is of you, Sir, I should never have any more trouble with him!"

One punishment that always proved effective was the requirement "to sweep." The two boys appointed to that task remained after evening dismissal and thoroughly swept and dusted the recitation rooms. Also, if it was winter, they brought up from the basement sufficient wood for the next day's fires; and their task was not ended even then, for they must tend the fires all the next day. If, on the morning after they had swept, the floor did not appear clean, the Doctor would say, "Monitor, who swept last?"

"Smith and Jones, Sir."

And the answer would come, "Smith and Jones, sweep tomorrow!"

The task of sweeping and tending the fires was originally regarded as a necessary duty, to be shared by rich and poor alike, and the sweepers were to be chosen in strict alphabetical order; but the monitors, whose duty it was to keep a book in which they entered black marks against offenders' names, would report to the principal the two names against which stood the most black marks. Thereupon the principal would pro-

nounce the irrevocable order, "Smith and Jones, sweep." Black marks were added to the list not only by the monitors, but by the principal too, who, if he saw a boy out of order, would say, "Monitor, note Brown," and down would go a black mark against Brown, to be added to other black marks till they totalled enough to bring the dreaded order to sweep.

Although

"The fear o' hell's a hangman's whip  
To haud the wretch in order,"

yet there is no doubt that the chastening influence of the hated "Sweep!" helped to restrain many a boy who was neither a wretch nor very much of a sinner. Sweeping as a penalty was abandoned in 1887.

The monitors mentioned above were appointed by the principal, and the position was one of honor and trust; nor did they forfeit the respect of their fellow students, although they were required to report infractions of the rules. Monitors for church and chapel are still appointed; but the position does not now carry its former significance.

In some respects Principal Abbot's life was circumscribed; but if it ran in restricted channels, it nevertheless ran deep and strong. He never traveled abroad; he seldom went farther away than Cambridge, where he presented each year his half dozen boys for examination. He never but once asked leave of absence; and the shortness of the vacations, of which there were four, two of three weeks each, and two of a week, gave no time for travel or diversion. Except for the eight weeks of vacation the whole year was devoted to study. Teachers today who enjoy almost three months of rest in the summer can hardly appreciate the steady pres-

sure that for years was necessary to carry the Academy along as Benjamin Abbot carried it. For many years he carried on the correspondence with parents and guardians regarding admission, studies, and the conduct of the boys, virtually without aid, until the appointment of Judge Jeremiah Smith as treasurer in 1828; and in those days every candidate was subjected to the same exacting scrutiny that the good Doctor applied to each boy when he heard him recite.

For a large part of his period of service Dr. Abbot had as assistants young men fresh from college, who, preparing for other positions or for the ministry, got their own subjects in hand by teaching elementary Greek and Latin, but who could be of little aid in the administrative duties of the school. Many such instructors remained but one year; in fact, by an early vote of the Trustees no assistant was to be retained longer than one year. Just why that vote was passed is not clear. Perhaps it was to keep the supreme power in the hands of one man; that, at any rate, was the effect of it. At the same time it lost to the school many a young man who might have grown to be of value. The vote was long ago rescinded.

In time the need of a permanent assistant to Dr. Abbot, one who, on occasion, might temporarily hold the reins of power — began to be felt, and in 1811 the Trustees appointed Hosea Hildreth, A.M., with the title of Professor of Mathematics and Natural Philosophy, on the English side.<sup>1</sup> Professor Hildreth taught successfully for fourteen years, but resigned in 1825 to enter the ministry. Other professors of importance under Mr. Abbot were: Gideon L. Soule, who later became principal; Isaac Hurd, Theological Instructor,

<sup>1</sup> I.e., in the department which required no Greek and Latin.

1817-1839, John P. Cleaveland, 1825-1826, who resigned to enter the ministry; and Francis Bowen, 1833-1835, who was proprietor and editor of the *North American Review* for ten years, and was long a professor at Harvard.

Some of the instructors under Mr. Abbot were Daniel Dana, 1789-1791; John Phillips Ripley, named for the Founder and appointed by him, in 1781; and Abiel Abbot, 1792-1793, who became an early historian of Andover. The more famous men who served for a short period as instructors were Joseph S. Buckminster, an account of whose connection with the Academy appears elsewhere in this volume; and James Walker, 1814-1815, who taught one year after graduating at Harvard. He later served as President of Harvard for seven years, but resigned in 1860 because of old age and infirmity. Also, the twin Peabodys, William B. O. and Oliver W. B., taught a year each, the former 1816-1817, the latter 1817-1818. Altogether there were during Dr. Abbot's fifty years as principal no fewer than thirty-six assistants, many of whom remained less than a year, and only two or three who taught for more than two years. There were, of course, one or two other teachers who held permanent places; notably Professor Hildreth after 1811, and Professor Soule after 1822; but the constant stream of new graduates from Harvard must have been wearing.

Of one thing Dr. Abbot was very certain: the onus of all education rested squarely on the shoulders of the student. He believed that the student should bear the laboring oar; and he never neglected to put his belief into practice. The student must prepare the lesson; the student, not the instructor, must answer the questions. That, perhaps, as much as anything, was the secret of his success as a teacher.



The students who entered college from Exeter under Dr. Abbot were famous for their exact knowledge of Latin and Greek. Many of them remarked that they found college absurdly easy after their gruelling drill in construing; and a bit of correspondence quoted by the *Exeter News-Letter* of August 23, 1838, from the *Record*, of Lynn, Mass., shows that others, too, found them to be well fitted. The letter reads:

"We well remember the dignified appearance and paternal solicitude manifested by Dr. Abbot, more than thirty years since, when he offered a little company of well-trained scholars for admission to Cambridge college. We were there in another company of the same number of youth, for the same purpose, from *Leicester Academy*, fitted and offered by its then no less distinguished preceptor, *Ebenezer Adams*, since then instructor in Exeter, and afterwards professor at Dartmouth college, near which he now lives. We had been accustomed with pride to consider *our academy* and instructor as No. 1, and that all those issuing thence, would be No. 1, of course. Our little squad, together with that from Exeter, and one or two other scholars, made up the first division for examination, when by coming in contact with the Exeter scholars, we were first made sensible of our mistake, and humbled into a knowledge of our relatively inferior rank. Leicester, indeed, was then and is now, second to no other academy than Exeter, in New England. The Exeter scholars excelled, especially in *scanning* and *correct pronunciation*."

Nor was Dr. Abbot content with sending his pupils away well prepared mentally: he was solicitous for their morals, too, as appears from an entry in the diary of William Smith, of the class of 1821, who afterwards entered Dartmouth. The entry, which was quoted by Professor H. D. Foster (Exeter, 1881, Professor of History at Dartmouth) in the *Academy Bulletin* for June, 1911, is as follows:

"Tuesday evening. The day before examinations all the scholars going to College were invited to take Tea with Dr. Abbot. The conversation whilst at tea was finding out what College each scholar was going. After we had taken a very light supper, leaving much room for what might follow '*arrectis auribus quod venere adstamus.*' His first wise advice was to be careful with whom we formed friendship, that we should never do it in haste, that often we should be deceived by a kind of friendship which would not last, that true merit did not consist in vain show. 'Be particularly careful that you use all men with civility and politeness. With regard to your college life and your behavior whilst there, I would caution you to make it your first endeavor to get the good will of your instructors. It has got to be fashionable to oppose the College government, but how just soever your reasons may be for finding fault and think you are badly treated by them, it will not be your interest to oppose or go contrary to their laws and regulations. Much better suffer wrong than try to get restitution from them. Remember if you are esteemed by them it will be a good recommendation for you to the public. If you contend with them the world will hold you in fault. As it respects your reading periodical publications I would advice you to read very little at present. In fact that class of reading belongs to a later period of life.

" 'Attend strictly to your lessons and you will in time reap the reward of your labours with interest.

" 'Let me, my young friends, caution you against one of the most destructive habits, that can possibly befall you, that is dissipation. If you are carried away by that whirlpool you know not where it will leave you. If the Farmer is Dissipated and inattentive he will spend his interest and very soon become poor. If the Merchant is not attentive to his business he cannot prosper, and if the Scholar neglects his studies and inclines to dissipation, he loses his reputation, disappoints the ardent hopes of parents, and his life sooner or later will be miserable. Recollect that this state is only an infancy, as it were, to another which will have no end, and as we spend our lives here, depends our happiness or misery hereafter. Now is the time to lay a foundation for usefulness. You are full of animation, your hopes are high.

" 'Therefore, if you wish to arrive to distinction and honors

avoid all appearances of vice, be frank and open and you will make your present and future lives happy —.

"Such was the good advice received from Dr. Abbot, which was given by the way of his last blessing. And I have no doubt in saying that its effects will be good."

Upon his appointment to the Preceptorship in 1788, Mr. Abbot received a salary of £133-6s.-8d. a year. From 1792 to 1795 it was £150 a year; and in October, 1795, it was increased to £210. About 1796 the reckoning began to be made in dollars and cents. For that year and for several years afterwards his salary was \$625.00. In 1800 it was raised to \$700.00, in 1806 to \$750.00, and the next year it was made \$1,000.00. Until 1822 it remained the same; and after that date there is no record. The salary was, of course, in addition to the use of the principal's house. Occasionally the vote to add two or three hundred dollars to the principal's salary has a significantly modern sound — "in consideration of the high prices of the necessary articles of life."

No doubt Mr. Abbot lived on his thousand a year quite as well as many a man of the present day can live on three or four times that amount, for his home life was exceedingly simple and unpretentious.

On November 1, 1791, he had married Hannah Tracy Emery, of Exeter, who died December 7, 1793, at the age of twenty-two. The blow was heavy, but Mr. Abbot turned courageously to his school duties, and to caring for his infant son, who had been born August 6, 1793.

Five years after the death of his first wife, on May 1, 1798, Mr. Abbot married Mary Perkins, of Boston, a woman of strong and beautiful character. On account of her high social position many of the villagers at first looked askance at her, and assumed that she

would "put on airs." But Mrs. Abbot mingled freely among people of all classes, and concerned herself so sincerely with bettering the condition of the poor that it was not many weeks before she was loved by everyone. Her unfeigned goodness could neither be resisted nor denied.

To Mr. and Mrs. Abbot were born one son and two daughters. The eldest daughter died in infancy; the other, Elizabeth, married Dr. David W. Gorham, of Exeter, class of 1851. The son, Charles Benjamin, class of 1814, became a farmer at Glenburn, Maine.

Mr. Abbot and his wife had first lived in the old John Phillips mansion, but in 1811 the Trustees built a new house for the principal on open land near the Academy building, now known as Abbot Common, and there Mr. Abbot lived until his death in 1849. Moving from the house on fashionable Water Street, in the heart of the community life, was so severe a wrench that Mrs. Abbot shed tears of regret. The new house stood "in the sands," almost in the country from the little village, and as is evident from a letter<sup>1</sup> written by Dr. Abbot to the Honorable Jeremiah Smith, probably in 1838, both the house and the surroundings were exceedingly "raw."

"Dear Sir,

In compliance with your request, expressed last evening, that I should state a few facts, not probably known to the Trustees, & which may have some bearing in adjusting the salary of my Successor in office, & in relation to the request I have made for continuance in the house of the Trustees I now occupy.

"I came into it at the request of the Trustees. It was then imperfectly painted within, — without Blinds & many additions & conveniences have since been made — the grounds before & behind the buildings were an intire waste. These improvements have been made & the yearly expenses for repairs & preservation have been incurred, with few exceptions, without charge on the Treasury. These circumstances with a residence of 27 years has acquired an

interest in the situation, which we too strongly feel to relinquish it suddenly—and our request is, that we may be permitted for the present to remain, on such terms as the Trustees may think proper to grant.

“I would also mention another circumstance, which may have influence in adjusting the salary of my Successor in office. As Principle, & Clerk of the Board of Trustees I have never made a charge for stationary or Postage on letters which expense at times has not been small, & which I apprehend is not incidental to the office of Clerk or Principal.

In much haste  
Respectfully yours  
B. Abbot ”

Tuesday morning  
Augt. 21.

But the letter also shows that Mr. Abbot made many improvements and that in time both he and Mrs. Abbot became as much attached to the new home as they had formerly been to their earlier residence.

Mr. Abbot never kept a cow or a horse, and seldom drove; but the deep garden that he made behind the house was his constant delight. There he grew many rare and beautiful flowers, and in caring for them he strengthened that gentle but firm philosophy which carried him through school events that under less skilled or weaker hands might have been crises. Tenderness of heart was one of his most marked characteristics, whether it was in dealing with a boy, with his fellow townspeople, or with animals. In his garden grew some cherry trees, which marauding robins looted with cheerful regularity. Every season the Doctor would remark to his wife, “My dear, those robins must be killed!” and seizing his old shotgun he would rush out; but once under the trees he would content himself with a mild “Shoo! Shoo!” and return to the house without having fired a shot.

But if Dr. Abbot’s personal life was simple and secluded, the life of the Academy, at least at Commence-

ment time, was not: for there are no ancient customs of Exeter round which more fragrant memories cling than round the "Exhibitions" of that great week in August when the school year ended. It was a time of great festivity; the Trustees were in full attendance, and two or three days were given to the ceremonies. For a week or more the students and the young ladies of Exeter and the neighboring countryside were busy gathering ground-pine and evergreen in the woods and decorating the chapel with the long, fragrant festoons. Then came the glorious day of speaking and singing.

After the exercises in the chapel on the closing day, when the favored boys spoke their pieces, the military company escorted the Trustees to the house of the principal. To the students and their relatives and friends, to the townspeople, and to the people from the vicinity the occasion was of the greatest importance. The students who had parts, either in speaking or singing, trained long and faithfully; for to appear before the admiring audience was one of the proudest ambitions of a schoolboy's life.

The crush at the doors on the great day was terrific. One man relates that as a small boy he was carried from the foot of the stairs to the landing at the head without once touching the floor.

A very old lady of Exeter used to relate that she and her two sisters walked in from Pequoket (the modern Pickpocket) several miles in the country, with their little parasols, to stand in line in the hope of getting a seat in the chapel or assembly hall when the doors for general admission were opened.

"They paid us little country girls scant attention, compared with the attention they paid the town girls," she said, "but we had a good time, anyway. I remember the great crush at the doors. Old Deacon Moses

with a huge cane stood close by to preserve order."

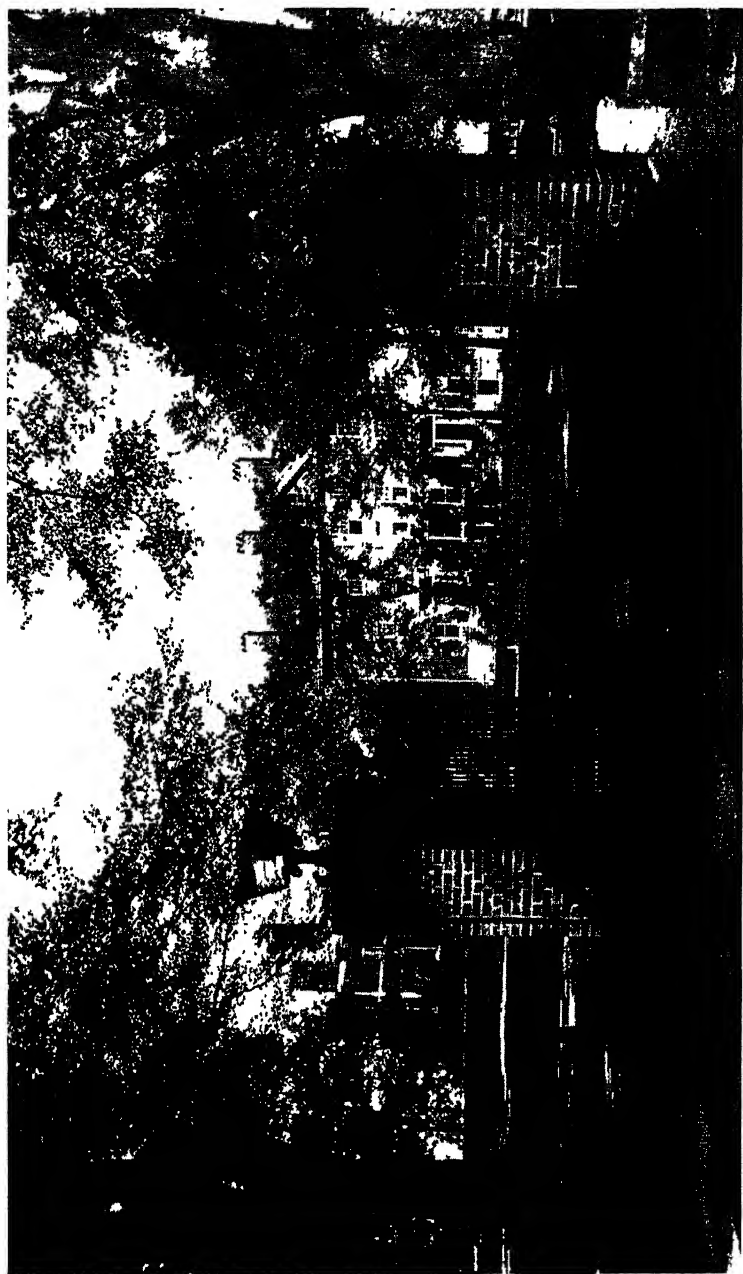
Last of all came the great picnic at the famous Eddy on Fresh River, under the pines. Tables were erected and rude benches hastily set up, and although life then was simple and the joys were primitive, the merry-makers doubtless enjoyed themselves just as well as those of our own more sophisticated and artificial age.<sup>1</sup>

The exhibitions were wholly the work of Dr. Abbot. He introduced them, and fostered them as long as he was principal. They were finally abandoned by Principal Soule, who felt that they required too much time and effort if they were well done; and that if they were badly done, they were not worth while. The last one was held in 1846.

At the end of forty-four years as principal, Dr. Abbot had sent his resignation to the Trustees; but at their request he consented to remain at the head of the school for a few years longer. After six years more of service he offered his final resignation, and the Trustees could not refuse him the relief that he asked.

The occasion was marked by a celebration known as the Abbot Festival, which was altogether the most remarkable gathering of the kind in the history of American schools. The committee in charge was composed of Edward Everett, chairman; Francis Bowen, John G. Palfrey, and others. A number of graduates signed a paper to raise money for Dr. Abbot's portrait, which was duly painted by Chester Harding and unveiled at the celebration. The list of signers contained the names of some of the greatest men of that or any other day in American history, including Daniel Webster, Edward Everett, Leverett Saltonstall, Jared Sparks, George Bancroft, John P. Cushing, Oliver W.

<sup>1</sup> For the programmes of some of the Exhibitions, see the Appendix.







B. Peabody, and George Lunt. Hundreds of the two thousand graduates of the Academy returned to pay homage to the man who had done so much for them in their formative period. They came from the senate chamber, the President's cabinet, the bench, the court room, the capitals of states, and the professor's chair. Daniel Webster presided; and among the speakers were Saltonstall, John P. Hale, Palfrey, and Jonathan Chapman. Lewis Cass sent a letter of regret.

One of the best speeches of the day was made by Judge Jeremiah Smith, a Trustee, who declared that his was an honor that belonged to no other man living: <sup>1</sup> "You were his (Dr. Abbot's) scholars, I was his teacher. It was little that I had to impart, but that little was most cheerfully given. I well remember the promise he then gave; and Providence has been kind in placing him in just that position where his life could be most usefully and honorably spent." Judge Smith had been Abbot's teacher at Phillips Academy, Andover, in 1783.

After the morning speeches, a procession headed by Chief Marshal Nathaniel Gilman, Jr., formed and marched to the First Congregational Church, where dinner was served. After dinner the most important speech of the day was delivered by Daniel Webster. It is a matter of regret that only fragments of it have been preserved. To the *Exeter News-Letter* of September 4, 1838, we owe most of what we have of it. Says the *News-Letter*:

"We have here, sir, formed a little republic; we have had a public opinion; but, sir, there never was yet an Exeter boy who could obtain respect or countenance by setting himself up against your will. . . .

<sup>1</sup> Cunningham, p. 30.

"We do not regret, sir, that you have arrived at the age when you must retire from the trust. You, no doubt, have desired it, and be assured, sir, that we have prayed for it; for you have all that makes old age desirable, the reverence and respect of all around you.

"And now, sir, I present you with this token of our remembrance. We greet you with the best feelings, and with hearts full of hope for your welfare and happiness."

At the close of the speech, Mr. Webster presented Mr. Abbot with a silver pitcher, the gift of the alumni.

Of the same speech, "G. O." in the *Boston Advertiser* of July 20, 1881, said:

"Daniel Webster, in presenting a gift, spoke in a calm and deliberate manner, when his voice and his presence seemed to be at their best: 'Some men have wrought on brass, some men have wrought on marble, but Abbot wrought in mind.' At the conclusion of this sentence the applause was like a sudden peal of thunder. Never have I heard anything so eloquent in Webster or any other orator as that passage, and as he went on to say how wonderfully he had wrought on his mind, hundreds of his former pupils were glad to own the influence of Dr. Abbot in the formation of their characters."<sup>1</sup>

Although the claim has often been made that Exeter was early a school of national scope, as regards its student representation, the early registration books do not support the claim. It is true that even before 1800 there were students from the West Indies and some

<sup>1</sup> Governor C. H. Bell in his sketches of the Academy, records that among the Webster papers at the N. H. Historical Society are two folded sheets of paper meant to be notes for Webster's Exeter speech; but the following Latin quotations are all that appear: "Arcebat eum ab illecebris peccantium, praeter ipsius bonam integramque naturam, quod statim parvulus sedem ac magistram studiorum Massiliam habuit, locum Graeca comitate et provinciali parsimonia mixtum ac bene compositum." Agricola of Tacitus, chap. 4.

"Mihi ille detur puer quem laus excitet, quem gloria juvet, qui victus fleat. Hic erit alendus ambitu, hunc mordebit objurgatio, hunc honor excitabit, in hoc desidiā nunquam verebor." Quintilian 1-3-7.

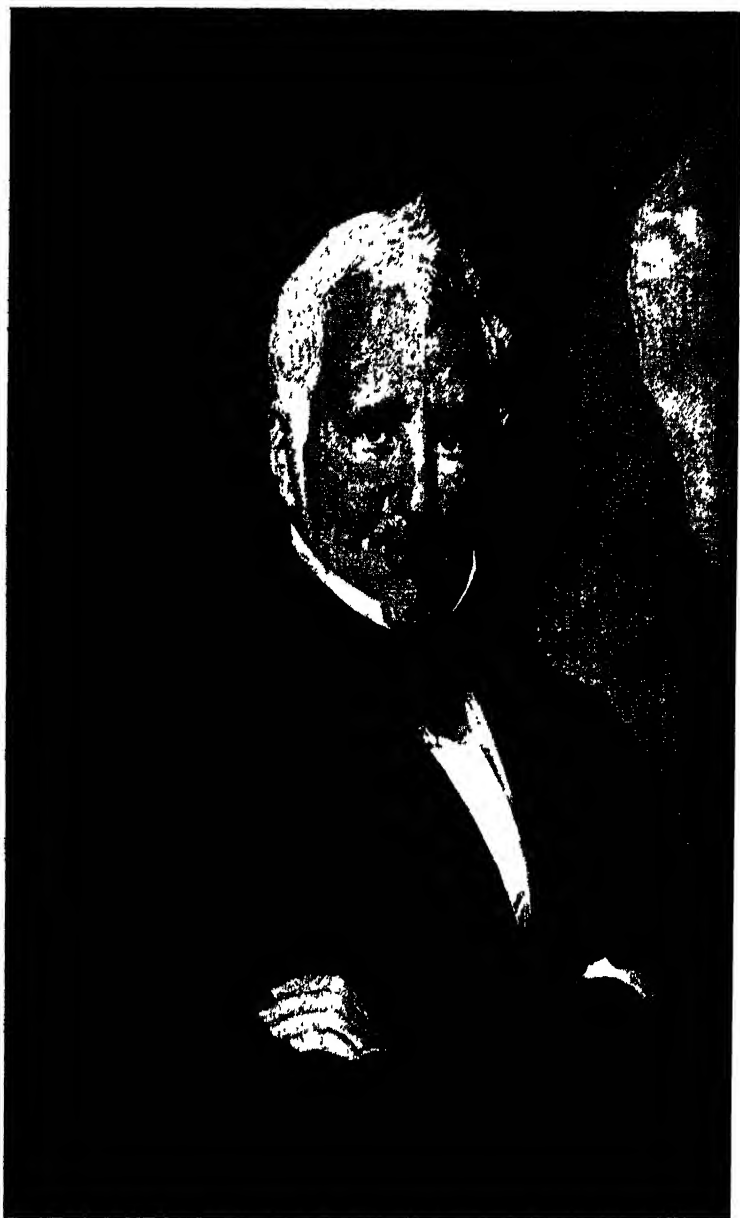
from the Southern states, and even two from France; but the numbers of such were few, and it was not till 1819 that any very large number of states was represented. In that year the registration was: New Hampshire, 8; Massachusetts, 7; Maine, 5; Connecticut, 2; Pennsylvania, 1; Florida, 1; Cuba, 2. The usual proportions were one-half from New Hampshire, one-third from Massachusetts, a few from Maine, and the rest scattering. The few who came long distances no doubt helped, in that day of difficult travel, to give the school a national character rather more pronounced than the actual numbers warranted. Four students who had come from the West Indies in Preceptor Woodbridge's day were the first of a long and constantly increasing roll from foreign lands. Some of them came on merchant vessels to Portsmouth or Salem, and some sailed up the Squamscott to Exeter in the ships of Captain Noah Emery, whose vessels were in the West India trade. In later years more and more boys came from the Islands. During Principal Abbot's term of service twenty-three registered from the West Indies. Some of them, as their names show, were of Spanish blood; others were the sons of English or American planters or traders. Their presence in the school helped to give a breadth of view to the student body that was of inestimable value. In 1799 sixty students entered, the largest number in any one year under Benjamin Abbot; in 1809 there were twenty-four, the smallest number during his term of service. The average number that entered was thirty-nine. He planned to keep the enrollment as near seventy as possible. That number just filled the main study room, and gave the few instructors all of the work that they could do. Occasionally Dr. Soule would report to Dr. Abbot that there were seventy boys in the Academy, and he would reply, "Quite

enough, quite enough," and would refuse others admission till after the next graduation.

Benjamin Abbot owed a great deal to the untiring efforts of Judge Jeremiah Smith, who, himself a teacher at Phillips Academy, Andover, in 1783-1784, had taught the young Abbot, then a student at Andover. As a boy Judge Smith showed his zeal for learning by following the local teacher about as he served different communities. When news came of Burgoyne's invasion, he left Harvard to enlist. At the battle of Bennington his captain, who had promised the lad's father to protect him, sent the boy on an errand, but in the fight he found him at his side. To his reproof the boy replied, "Oh, sir, I thought it my duty to follow my Captain."

After having been Chief Justice and Governor of New Hampshire, Judge Smith moved to Exeter in 1797. In 1837, when he was in his seventy-eighth year, a son was born to him. He thus recorded the event in his diary: "P. M., filius natus fuit, quem Deus a malo defendat: baptiz: a Rev. J. Hurd, 22 October, 1837, nomine Jeremiae, anglice Jeremiah." That son entered the Academy in 1849, became a lawyer, taught at the Harvard Law School, and served the Academy as Trustee 1868-1874, and 1898-1902. The last position is now filled by his son Jeremiah, class of 1888, who was elected President of the Board of Trustees, December 16, 1919.

One of Judge Smith's tasks for the Academy was the straightening out of the old John Phillips notes, many of which had become valueless. Also, from 1830-1840 he took over the heavy task of admitting boys to the Academy, thus relieving Principal Abbot of much work. One boy who wrote as follows he refused admission: "I imagine I shall wish the privi-



JEREMIAH SMITH, Senior, Trustee, 1828-1842



lege of your library; & Mrs. S. to select books for me. Tell her I learnt a goodeel from Johnson." But he constantly helped boys through the school from his own means. One boy writes<sup>a</sup> "When I came from school Saturday noon . . . I must say I felt more homesick than I ever expected to be. I was greatly rejoiced to see a mosquito, although he did come to bite me; he looked like an old friend. . . . But in the afternoon I went to walk in the woods, and coming back stopped in at Judge Smith's to pay my tuition, and found that an excellent place to cure homesickness — they were all so kind and pleasant."

One task Judge Smith left unfinished, that of writing a history of the Academy. But he left about forty pages of manuscript on it. Judge Smith was born November 29, 1759, in Peterborough, New Hampshire, and died in Dover, New Hampshire, September 21, 1842.

Dr. Abbot sent a small number of boys to college every year. Just how many there were cannot be reckoned; but of the whole number 474 received college degrees — 231 from Harvard; 112 from Dartmouth; 73 from Bowdoin; 25 from Yale; 18 from Brown; 5 from Amherst; 3 from Union, and one each from Williams, the University of Vermont, Wesleyan, and West Point. The whole number of students enrolled during Dr. Abbot's term of office, from 1788 through 1838, was 1991, from seventeen states and five foreign countries.

A school is known by the character of its graduates, and there is no more brilliant page in the annals of an American school than that which contains the names of the more illustrious graduates under Benjamin Abbot.

<sup>a</sup> Life of Jeremiah Smith, by J. H. Morison, p. 462.



Daniel Webster (1782-1852), an account of whose loyalty and devotion to the Academy appears elsewhere in this volume, entered in 1796, and left at the end of two terms to tutor for Dartmouth.

Lewis Cass (1782-1866), LL.D., became Governor of Michigan, U. S. Senator, Secretary of War, Minister to France, and U. S. Secretary of State. His account of his debt to the school also appears elsewhere in this book.

Joseph Stevens Buckminster (1784-1812), well known as a brilliant classical and theological scholar, and first lecturer on Biblical criticism at Harvard, died at the age of twenty-eight. A hundred years have but added to the fame of his loftiness of ideals and purity of life.

Leverett Saltonstall (1783-1845), lawyer, was a member of Congress; he left most of his library to the Academy.

Nathaniel A. Haven (1790-1826) was a famous lawyer.

Edward Everett (1794-1865), orator, statesman, and scholar, early won fame by delivering an oration at Cambridge, August 27, 1824, in which he turned to General Lafayette, who was present, and addressed him in an apostrophe perhaps as brilliant as any that ever came from the lips of an American orator. He was President of Harvard 1846-1849.

Jared Sparks (1789-1879), scholar, editor, and writer, was President of Harvard 1849-1853.

Reverend John G. Palfrey (1796-1881) became an editor and author.

John A. Dix (1798-1879) was a statesman and soldier. In 1861 he was appointed Secretary of the Treasury by President Buchanan, and did much to put the government on a sound financial basis. His tel-

egram to Lieutenant Coldwell is known to every American school-boy: "If anyone attempts to haul down the American flag, shoot him on the spot."

George Bancroft (1800-1891), historian, graduated at Harvard in 1817, and from Göttingen, Germany, in 1820. He received the degree of D.C.L. at Oxford in 1849, and that of Doctor Juris at Bonn in 1868.

Theodore Lyman (1792-1849) was best known as a Massachusetts statesman and philanthropist. He added to his fame in 1835 by rescuing William Lloyd Garrison, at much personal risk, from an infuriated mob.

Oliver W. B. Peabody (1799-1848) and his twin brother, William B. O. Peabody (1799-1847), were famous as lawyer and preacher, respectively. The latter was Instructor in the Academy in 1816-1817, and the former in 1817-1818.

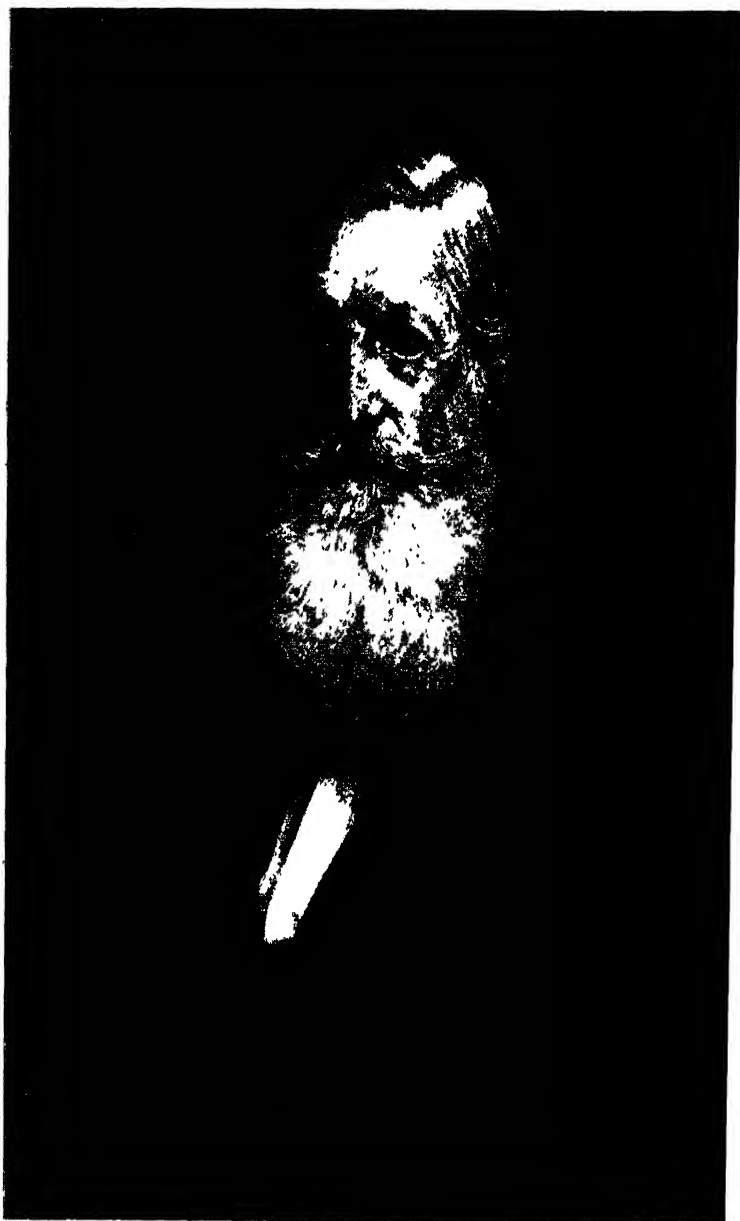
Francis Bowen (1811-1890) was a scholar and a lecturer. In 1853 he was elected Alford Professor of Natural Religion, etc., at Harvard.

Richard Hildreth (1807-1865) was a lawyer and an author.

To those names may be added the following, and still the list is far from complete or exhaustive: Joseph G. Cogswell (1786-1871), scholar; Jonathan Chapman (1807-1848), lawyer; Ephraim Peabody (1807-1856), clergyman; John L. Sibley (1804-1885), librarian at Harvard, benefactor of Exeter; Nicholas Emery (        -1841), Judge, Superior Court, Maine; Mark Newman (1772-1859), Principal, Phillips Academy, Andover, 1794-1809; George W. Storer (1789-1864), Rear Admiral, U. S. N.; Jonathan P. Cushing (1793-1835), President, Hampton-Sidney College; Alpheus S. Packard (1800-1884), Professor, Bowdoin; Thomas W. Dorr (1805-1854), Governor of Rhode

Island; John P. Hale (1806-1873), U. S. Senator, Minister to Spain; Alpheus Felch (1806-1896), U. S. Senator, Governor of Michigan; Alpheus Crosby (1810-1874), Professor of Greek, Dartmouth; John H. Morison (1808-1896), clergyman and author; Abiel A. Livermore (1811-1892), President, Meadville Theological Seminary; Jeffries Wyman (1814-1874), Professor, Harvard Medical School; George J. Abbot (1813-1879), U. S. Consul, Sheffield, England; Benjamin F. Butler (1818-1893), Soldier, Governor of Massachusetts; Nathaniel Holmes (1814-1901), Professor, Harvard Law School, Judge, Superior Court, Missouri; Ezra Abbot (1819-1884), Professor, Harvard; Fitz J. Porter (1822-1901), General, U. S. A.; George Walker (1824-1888), U. S. Consul General, Paris, France; Charles H. Bell (1823-1893), lawyer, Governor of New Hampshire; Joseph C. Hilliard (1821-1905), insurance adjustor, benefactor of Exeter; Abner L. Merrill (1826-1916), benefactor of the town of Exeter and of the Academy.

To Benjamin Abbot must be ascribed the character of the Academy as it is known today. He found the school without history and left it famous for scholarship and the devotion of its graduates to church and state. It has spread its name and fame through those qualities of service and good citizenship that can come only from sound and thorough training of mind and heart, reinforced by moral strength and courage. Later principals and teachers have at best but followed Abbot's precepts. Fortunately, in growing and expanding to meet the changing conditions of the years, the same ideals of hard work and orderly conduct have been maintained.



GEORGE BANCROFT



## CHAPTER VII

### ABBOT'S FAVORITE PUPIL: DANIEL WEBSTER

Let us labor to repay to the cause of Learning, what a most excellent Institution for Learning has done for us.

—DANIEL WEBSTER, in a letter to the Golden Branch.

THE Academy has never had a son of whom she is more justly proud than of Daniel Webster; although he spent only nine months as a student here, no four-year alumnus ever showed more loyalty and devotion. He served as a Trustee from 1835 until his death in 1852, but he was present at only two annual meetings of the Trustees, August 25, 1836, and August 22, 1838, the latter being the year in which he presided at the Abbot jubilee. But a number of letters to Jeremiah Smith have recently been found, which show that he was consulted on legal problems touching the school, and that he gave valuable advice.

In speaking of his father's efforts to educate him, Webster says: <sup>1</sup>

"He said, 'My son, . . . exert yourself! Improve your opportunities! Learn! Learn!' The next May he took me to Exeter, to the Phillips Exeter Academy, and placed me under the tuition of its excellent Preceptor, Dr. Benjamin Abbot, who is still living. . . ."

Continuing the same theme in his uncompleted autobiography, Webster says: <sup>2</sup>

<sup>1</sup> Curtis's Life of Webster, Vol. I, p. 17.

<sup>2</sup> Writings of Webster, National Edition, Vol. XVII, p. 9-10.

"I recollect no great changes happening to me till I was fourteen years old. A great deal of the time I was sick, and when well was exceedingly slender, and apparently of feeble system. I read what I could get to read, went to school when I could; and when not at school, was a farmer's youngest boy, not good for much, for want of health and strength, but was expected to do something. Up to this period, I had no hope of any education beyond what the village school-house was to afford. But now my father took an important step with me. On the 25th day of May, 1796, he mounted his horse, placed me on another, carried me to Exeter, and placed me in Phillips Academy, then and now under the care of that excellent man, Dr. Benjamin Abbot. I had never been from home before, and the change overpowered me. I hardly remained master of my own senses, among ninety boys, who had seen so much more, and appeared to know so much more than I did. I was put to English grammar, and writing, and arithmetic. The first, I think I may say, I fairly mastered between May and October; in the others I made some progress. In the autumn, there was a short vacation. I went home, stayed for a few days, and returned at the commencement of the quarter, and then began the Latin grammar. My first exercises in Latin were recited to Joseph Stevens Buckminster. He had, I think, already joined college, but had returned to Exeter, perhaps in the college vacation, and was acting as usher, in the place of Dr. Abbot, then absent through indisposition.

"It so happened, that during the few months during which I was at the Exeter Academy, Mr. Thacher, now judge of the Municipal Court of Boston, and Mr. Emery, the distinguished counsellor at Portland, were my instructors. I am proud to call them both masters. I believe I made tolerable progress in most branches which I attended to, while in this school; but there was one thing I could not do. I could not make a declamation. I could not speak before the school. The kind and excellent Buckminster sought, especially, to persuade me to perform the exercise of declamation, like other boys; but I could not do it. Many a piece did I commit to memory, and recite and rehearse, in my own room, over and over again; yet when the day came, when the school collected to hear declamations, when my name was called, and I saw all eyes turned to my seat, I



DANIEL WEBSTER





could not raise myself from it. Sometimes the instructors frowned, sometimes they smiled. Mr. Buckminster always pressed, and entreated, most winningly, that I would venture; but I could never command sufficient resolution. When the occasion was over, I went home and wept bitter tears of mortification."

Regarding Webster's instruction by Joseph S. Buckminster a great deal of confusion has arisen, because of the extreme youth of Mr. Buckminster at the time. Mrs. E. B. Lee, biographer of Mr. Buckminster, adds to the confusion by assuming that Webster entered the Academy in 1800, the year that young Buckminster graduated at Harvard and returned to Exeter as instructor of ancient languages. In the fall of 1800 Webster was entering his senior year at Dartmouth; it was, as Webster clearly states in his account of his Exeter days, in the fall of 1796 that the two boys came into such close and intimate contact. Though only a boy himself, Buckminster must have seen in the uncouth Webster those extraordinary traits which later developed. Daniel Webster was born January 18, 1782, and Buckminster was born May 26, 1784. Therefore, when, after the fall vacation of 1796, Webster returned to the Academy and fell into Mr. Buckminster's class in Latin and public speaking, Webster was fourteen years and nine months old, and Buckminster, his teacher, was twelve years and four months old. It is the extreme youth of Buckminster that has been a stumbling block; but the date of Buckminster's birth is confirmed by the official records at Portsmouth. The boy read the Greek testament at five years, and read his father's sermons to the domestics at five to seven years. Hence it is not so strange that, being tall and dignified far beyond his years, he heard classes at the age of twelve.

A great many stories of the uncouth manners of the youthful Webster still linger about Exeter. His first appearance, mounted on a bony horse, is said to have excited mirth. His homespun suit was far too small for his large frame, and his manner was that of mournful shyness. There is a story to the effect that Webster's father begged 'Squire Clifford, in whose family Daniel, with other students boarded and roomed, to correct the boy's table manners. "For one thing," said the father, "he does not even know how to hold his knife and fork properly." Mr. Clifford was soon aware of that, for while waiting for his meal to be served, Daniel would sit at table with his knife and fork held upright on either side of his plate. Realizing Daniel's sensitive nature, as also did Nicholas Emery, a teacher, Mr. Clifford persuaded another young student to make a vicarious sacrifice of his feelings for the sake of the shy Daniel. Accordingly, at the next meal the young student held his knife and fork upright by his plate, whereupon Mr. Clifford reproved him openly but gently. The hint was not lost on Daniel.

Webster's study table in Mr. Clifford's house still remains. It is merely a hinged leaf that folds against the wall when not in use. The house itself is the oldest in Exeter, having been built in 1658 as a block or garrison house for safety from the Indians.

Another story of Webster is that Benjamin Abbot once directed him to hold a book behind a pane of glass and look at his reflection. In that crude mirror Daniel saw his soiled face, and ran down to Kimming's brook, a dingy remnant of which flows at the foot of the hill near Merrill Hall, to wash his face and hands.

A tradition founded on error often thrives quite as well as one based on fact; and the man who first hazarded the guess that because Webster left the Acad-

emy at the end of nine months he was dismissed, has much to answer for. The false story has been kept alive by generations of Exeter schoolboys, but it needs no denial to those who know the facts. Webster had become passionately fond of the school, and remained so throughout his life; he says that he passed some of his best days here, and formed friendships that he cherished till his death. The Academy, too, had every reason to be proud and satisfied with the boy's advancement. He had been promoted to the head of his class, and from there to the next class above, where he was making rapid strides in Latin and mathematics. That Webster's father was satisfied there can be no doubt. The real reason for the boy's withdrawal can be found first in the expense on the Webster family in keeping him in the Academy, for small though that expense was, it must have borne heavily on the up-country farmer who was striving at the same time to educate other children. The second reason was of equal weight: Webster found that by working with a tutor he could enter college in a few months. Thus, "overleaping a cold decree," he began to study with the Reverend Mr. Wood of Boscawen, and entered Dartmouth in the fall of 1797. Of his entrance he says:<sup>1</sup> "It was a mere breaking in; I was, indeed, miserably prepared, both in Latin and Greek." Later, by study at home, he mastered Latin.

According to Dr. Abbot, Webster's habits of study were careless; he would let his great, lustrous eyes wander round the room, but he seemed when called on always to have had the question in mind; and when called on in subjects that he liked he never failed to recite well. One instructor, Nicholas Emery, noticed that the other boys made fun of Webster's rustic

<sup>1</sup> Writings of Webster, by F. Webster, Vol. XVII, p. 10.

manners and outgrown clothes. At the close of the second quarter Mr. Emery questioned Webster and found that he might not return to the Academy after the short vacation. Thereupon he promised Webster that at the opening of the new term he should be advanced to a higher class if his standing warranted. Of Mr. Emery's encouragement Webster wrote in later life: <sup>1</sup> "These were the first truly encouraging words that I ever received with regard to my studies. I then resolved to return, and pursue them with diligence and so much ability as I possessed." The impetus thus acquired carried Webster a long distance in his struggle for education and success. He returned to his tasks with boundless energy; and at the opening of the new quarter Mr. Emery said before the assembled class: <sup>2</sup> "Webster, you will pass into the other room, and join a higher class"; and added, "Boys, you will take your final leave of Webster; you will never see him again."

The following letter,<sup>3</sup> written by Edmund Chadwick, of the class of 1835, is enlightening regarding Webster's appearance and his intellectual acquirements:

"Some persons have questioned whether Daniel Webster ever looked so elegant as he is represented in one of the capital steel engravings in Curtis's life of the great statesman. But the picture looks just as Webster did, when, in 1836, as an honored Trustee of the Academy, he assisted the Venerable Dr. Abbot at our final examinations in Latin. The circumstances of that day have caused me to remember exactly how he looked then, — very different from his plain, homespun appearance when he came from the backwoods to Exeter as a student, just forty years before. He had now been out of college thirty-five years, and had led a busy life as teacher, statesman, lawyer, hunter, and farmer. It was five years after his great debate with Hayne. He

<sup>1</sup> Correspondence, Vol. I, 48-52.

<sup>2</sup> Curtis's Life of Webster, Vol. I, p. 19.

<sup>3</sup> Cunningham, p. 135.

was fifty-four years of age, and at the very zenith of his powers as a lawyer, orator, and statesman. One would think it was high time he had forgotten all his Latin; but, luckily, he had not.

"I nearly trembled as Dr. Abbot said, 'Mr. Webster, Chadwick has read the whole of Virgil', and the great constitutional lawyer selected a passage, not in the Aeneid, but in the Georgics, to try my skill. Turning to the place, the venerable Doctor says, 'Scan!' At the third or fourth line he shakes his big head, — 'Wrong! scan that line over again.' I tried the line again and again, with the same result, — 'Wrong, wrong!' What shall I do? The Doctor never helps a student at recitation. Will he tell me to construe, translate, or send me crestfallen to my seat? Awful moment! To be so disgraced, in such a presence! but, *mirabile dictu*, Mr. Webster lifts his keen, black eyes from his book, and says to Dr. Abbot, 'I think he is right, sir.' Presto! Dr. Abbot's big head comes down; he and Mr. Webster compare books. All is courtesy. 'Go on! you are right, sir. It was only a difference in our books.' Never had the illustrious Webster a more grateful client than the humble pupil then before him. Thanks that he had remembered how to 'scan'! All honor to the great teacher, Dr. Abbot, and to his greatest pupil, Daniel Webster!"

In 1834, two years before he was elected a Trustee, Daniel Webster sent his younger son, Edward, to be entered as a student in the Academy. In quite a different condition was the family of Webster then from that of almost forty years previous, when young Daniel, shy and unknown, timidly knocked for admission. But best of all, the same school was still guided by the same principal, though many classes of schoolboys had gone through and out on their way to the work of the world. Webster's first letter to his son Edward follows:

"Washington, June 23, 1834.<sup>1</sup>

"My Dear Son: —

"Fletcher wrote me from Exeter the next day after your arrival, and informed me that you had been so fortunate as to

<sup>1</sup> Cunningham, p. 137

be received at Colonel Chadwick's and was commencing your studies. I am glad you are so well situated, and trust you will make progress in your studies.

"You are now at a most important period of your life, my dear son, soon growing up to be a young man and a boy no longer, and I feel a great anxiety for your success and happiness.

"I beseech you to be attentive to all your duties, and to fulfill every obligation with cheerfulness and punctuality. Above all, remember your moral and religious concerns. Be constant at church and prayers, and every opportunity for worship. There can be no solid character and no true happiness which are not founded on a sense of religious duty. Avoid all evil company and every temptation, and consider that you have now left your father's house and gone forth to improve your own character, — to prepare your own mind for the part you are to lead in life. All that can be done for you by others will amount to nothing unless you do much for yourself. Cherish all the good counsel which your dear mother used to give you, and let those of us who are yet alive have the pleasure of seeing you come forward as one who gives promise of virtue, usefulness, and distinction. I fervently commend you to the blessing of our Heavenly Father. . . .

"I wish you to make my best respects to Dr. Abbot, and remember me to Colonel and Mrs. Chadwick and their family. If I do not hear from you sooner, I shall expect to find a letter from you when I reach Boston.

"Your affectionate father,

DAN'L WEBSTER

"P. S. Since writing this I have received your letter, and am very glad to hear from you.

"Give my love to your friend Upham. I remember the great tree and know exactly where your room is. Charles sends love."

Edward Webster was rising rapidly as a civil engineer at the time of his sudden death in 1848.

The occasion of the Abbot festival in 1838 gave Webster a peculiar opportunity to express his debt of gratitude to Principal Abbot and to the school.

On the walls of the Golden Branch literary society of the Academy, of which Webster was an honorary member, hangs the following letter, written but four months before his death. It is a prophetic farewell to the old school:

“Washington, June 7, 1852

“To the Pupils of Phillips Exeter Academy, an elder Brother Student presents these copies of an address lately delivered by him in N. York. My Brothers! let us do honor to the Founder of our academy! Let us cherish, affectionately, the memory of the venerable & beloved Benjamin Abbot! And let us labor to repay to the cause of Learning, what a most excellent Institution for Learning has done for us. My Brothers, Farewell!

DAN’L WEBSTER”

No fewer than nineteen men served as Trustees under the reign of Dr. Abbot. They did much for the school, but after all their chief duty was to enforce the strong, firm policy of the principal. A short account of the Trustees appointed during Dr. Abbot’s years follows.

Paine Wingate, Trustee 1787–1809, was born in Amesbury, Mass., May 14, 1739, and died in Stratham, N. H., March 7, 1838. He was a grandson of Col. Joshua Wingate, who served at the capture of Louisburg. Paine Wingate graduated at Harvard in 1759, studied theology, and began preaching in the Congregational Church, Hampton Falls, N. H., on December 14, 1763, where he preached till his dismissal, March 18, 1776. Then he moved to Stratham and became a farmer. He was a member of the New Hampshire legislature, a delegate from New Hampshire to the Continental Congress in 1787–1788, and a United States Senator from New Hampshire from March 4, 1789, to March 2, 1793. He served his state in Congress 1793–1795, and was a judge in the superior court from 1798 till 1809. He was the last survivor of the



original members of the United States Senate, and was for several years the oldest graduate of Harvard. His counsel in the infant days of the Academy was of the greatest value, and the Founder placed much reliance on his sound judgment.

Judge Oliver Peabody, a Trustee 1794-1828, was born in Andover, Mass., September 2, 1753, and died in Exeter, August 3, 1831. He studied law, and entered politics. He was State Senator, and for nine years was State Treasurer. For the last twenty-two years of his service as Trustee, he was Treasurer of the Academy. A handsome man of winning and persuasive personality, he graced all that he undertook. He was the father of the two well known graduates of the Academy, William B. O. and Oliver W. Peabody.

Joseph Buckminster, D.D., Trustee 1801-1812, was born in Rutland, Mass., October 14, 1751, and died in Readsboro, Vt., June 10, 1812, the day following the death of his brilliant son, Joseph S. Buckminster, though so many miles away that he could not have known of his son's death. In 1770 he graduated from Yale, and was a tutor there 1774-1778. In January, 1779, he became pastor of the North Church in Portsmouth, N. H. He was distinguished for his fervent eloquence; and he upheld the conservative and orthodox principles in the great controversy which led to division in the Congregational Church. A great blow was the liberal leanings of his son, who became a Unitarian through his Harvard training. Mr. Buckminster was the first appointee as theological instructor under the terms of the Founder, at a salary of £133-3s.-2d., though apparently he never served.

Jesse Appleton, D.D., Trustee 1802-1803, was born November 17, 1772, in New Ipswich, N. H., and died

in Brunswick, Me., November 12, 1819. His daughter married President Franklin Pierce.

Colonel John Phillips, Trustee 1802-1820, son of Judge Samuel Phillips, of Andover, was born August 18, 1776, and made a brilliant record at Harvard, where he graduated in 1795, as Latin Salutatorian. He was elected State Senator for Essex County, Mass. One act of generosity was endowing the Andover Theological Seminary to the extent of impoverishing his mother. He died September 10, 1820.

Daniel Dana was born in Ipswich, Mass., July 24, 1771, and died August 26, 1859. He was graduated at Dartmouth in 1786, and served the Academy first as Instructor 1789-1791, and as Trustee 1809-1843. He preached in Newburyport, Mass., and in Londonderry, N. H. In 1820-1821 he was President of Dartmouth. As a Trustee of Exeter he did admirable service, and was a constant attendant at the meetings of the Board. His name also occurs often as a member of useful committees.

Nathaniel A. Haven, Trustee 1809-1830, was born in Portsmouth, N. H., July 19, 1762, the son of Reverend Samuel Haven, and died in Portsmouth, March 13, 1831. He graduated at Harvard in 1779, and studied medicine and surgery. Late in the Revolutionary War he was captured by the British while he was serving as surgeon on an armed vessel. He was confined as a prisoner of war on the ship "Jersey" in New York harbor, but was soon exchanged on the special request of General Washington. After the war he became a business man, and in 1823 was elected President of the Portsmouth Savings Bank. In 1809 he was elected to Congress; and in addition he was clerk of the Federal Five Society.

Reverend Jacob Abbot, Trustee 1812-1834, was born

in Wilton, N. H., January 7, 1768, and was drowned November 2, 1834, by the upsetting of his boat while crossing a pond between the meeting house and his home, which was then in Windham, N. H. Mr. Abbot had settled in the Congregational parish in Hampton Falls in 1798, but was dismissed from the parish in 1827. Mr. Abbot graduated from Harvard in 1792, and received the honorary degrees of A.M. at Bowdoin in 1815, and that of S.T.D. from the same college in 1823. He was much esteemed as a pastor, and led the countryside in new ideas of agriculture. He introduced the grafting of apple trees, and tilled his soil with much skill and science. Also, he had often at his house young men who were preparing for Harvard, or were conditioned, or were on suspension from the college.

Reverend Nathan Parker, Trustee 1821-1833, was born in Reading, Mass., June 5, 1782, and graduated from Harvard in 1803. In 1805 he became tutor at Bowdoin College for two years. Between the time of leaving college and 1807 he studied theology, and on September 14, 1808, he was ordained minister of the strong South Parish, Portsmouth, N. H. R. H. Eddy's "Genealogical Data" says of him, under the name of Susan Pickering, who was the wife of Reverend Parker: "He died Nov. 8, 1833, universally lamented, respected, and beloved. He was a true man. In thought, heart, purpose, word, act, deportment, directly and indirectly, he was true."

Samuel Hale, a Trustee for thirty-eight years, from 1831-1869, was born in Barrington, N. H., in 1793, and died in Rollinsford, N. H., in 1869. He graduated from Bowdoin in 1814, and for a time was in politics; then he entered business in Portsmouth. Rev. Dr. Peabody spoke of him as "a man of singular vigor and energy,

wise in counsel, prompt in action, of liberal culture and literary tastes; and although always crowded with business of his own, always ready to give his time and best thought to the interests of learning."<sup>1</sup>

Samuel D. Bell, Trustee 1834-1838, was born in Francestown, N. H., October 9, 1798, and died in Manchester, July 31, 1868. He graduated from Harvard in 1816, and was admitted to the New Hampshire bar three years later. He won renown by his able prosecution of the robbers of the Exeter bank in 1828. In 1840 he was one of a committee of three to revise the state statutes. He became police judge of Manchester, and rose to the office of Chief Justice of the state in 1859. He gave much time to history, and became an early member of the New Hampshire Historical Society. His mind was unusually alert, and his general knowledge was wide and exact. As a lawyer he was considered one of the ablest ever developed in the state.

Charles Burroughs, D.D., Trustee 1835-1867, was born in Boston, December 27, 1787, and died in Portsmouth, N. H., March 5, 1868. He graduated at Harvard in 1806, studied theology, and was made a priest in the Protestant Episcopal Church in 1812. He was rector of St. John's Church, Portsmouth, for almost half a century. For thirty years he was President of the New Hampshire Asylum for the Insane, and for forty years was President of the Portsmouth Athenæum. He was also corresponding member of the Massachusetts Historical Society.

<sup>1</sup> Bell's Sketches of the Academy, p. 69.

## CHAPTER VIII

### MORE THAN HALF A CENTURY OF SERVICE: GIDEON LANE SOULE

The violent spasm of the earthquake has hardly subsided when Dr. Soule said calmly, "Foster, construe that next sentence."

—A graduate of 1871.

**G**IDEON LANE SOULE, third principal of the Academy, came of sound Puritan stock.<sup>1</sup> The first of the name to emigrate from England to America was George Soule, who came in the *Mayflower*. John, his eldest son, and Moses, his grandson, became well-known citizens of Duxbury, Massachusetts. Barnabas Soule, son of Moses, removed to North Yarmouth, Maine, and married the great-granddaughter of that militant divine, John Wheelwright, who founded the town of Exeter. Moses, the son of Barnabas, had a son Moses, who became the father of Gideon L. Soule. In that way the principal of the Academy came to be the descendant of John Wheelwright, who, driven from England by religious intolerance, fled to Massachusetts for freedom, then fled to the wilds of New Hampshire for freedom, and finally, when New Hampshire was to be united with Massachusetts, rather than come again under the domination of the men who had persecuted him, fled once more, this time to Maine, where at length he died, still a martyr to the cause of religious independence.

<sup>1</sup> The Soule Family



GIDEON LANE SOULE



Mr. Soule was born in Freeport, Maine, July 25, 1796, on one of those stern, rock-bound farms, the subjugation of which has made many a man strong. He was the second child in a family of eleven children. In his early years he was not strong; but fondness for sports kept him much out of doors and laid the foundation for that vigorous constitution so necessary to a schoolmaster. In wrestling he is said to have excelled; and he was unusually skillful in throwing stones and snowballs.<sup>1</sup>

Like many a farmer's boy, young Soule had scant opportunity for schooling. For three or four months in the winter, when work on the farm was slack, he attended the district school; but during the busy seasons he worked early and late on the farm. When the boy was seventeen, however, his father, having determined to fit him for college, put him under the tuition of the Reverend Reuben Nason, pastor of the church in Freeport. Close application to his books soon fitted him to enter the Academy.

Mr. Soule's life as a student was marked by hard work. Most of his interest lay in the classics, which he studied under Dr. Abbot. So strongly did he impress his principal that Dr. Abbot was never content after Mr. Soule's graduation until he had him enrolled as a permanent instructor. In the fall of 1815 Mr. Soule entered Bowdoin College as a sophomore. During his college course he held high rank, although he did not stand at the head of his class, perhaps because of deficiency in scientific studies. Of his ability in the classics, Alpheus S. Packard, of the class of 1811, who was long librarian at Bowdoin, and knew Mr. Soule well, said that he had no superiors in his class, the largest and ablest of that day. Mr. Soule graduated from Bowdoin

<sup>1</sup> Cunningham, p. 41.



in 1818, and at commencement gave the Intermediate Latin Oration.

That fall he returned to the Academy as instructor in ancient languages; but since by vote of the Trustees instructors could not be kept more than one year, he withdrew in 1819 to enter the Andover Theological Seminary. The next school year he spent as instructor in Greek and Latin in Phillips Academy, Andover. Then he took charge of a small school in Amherst, New Hampshire; but before long he returned to Bowdoin to do graduate work, in order to accept a permanent position in the Academy. On April 20, 1882, he was elected Professor of Ancient Languages.

At the outset he feared that he might not be equal to the task; but he was well trained as a teacher, and he succeeded as a disciplinarian. His connection with the Academy covered a period of fifty-four years: two as a student, one as an instructor, sixteen as a professor, and thirty-five as principal.

Since Principal Abbot began to rely more and more on the younger man, Dr. Soule gradually assumed charge, and therefore there was no sensible break or change in authority when in 1838 Dr. Abbot resigned.

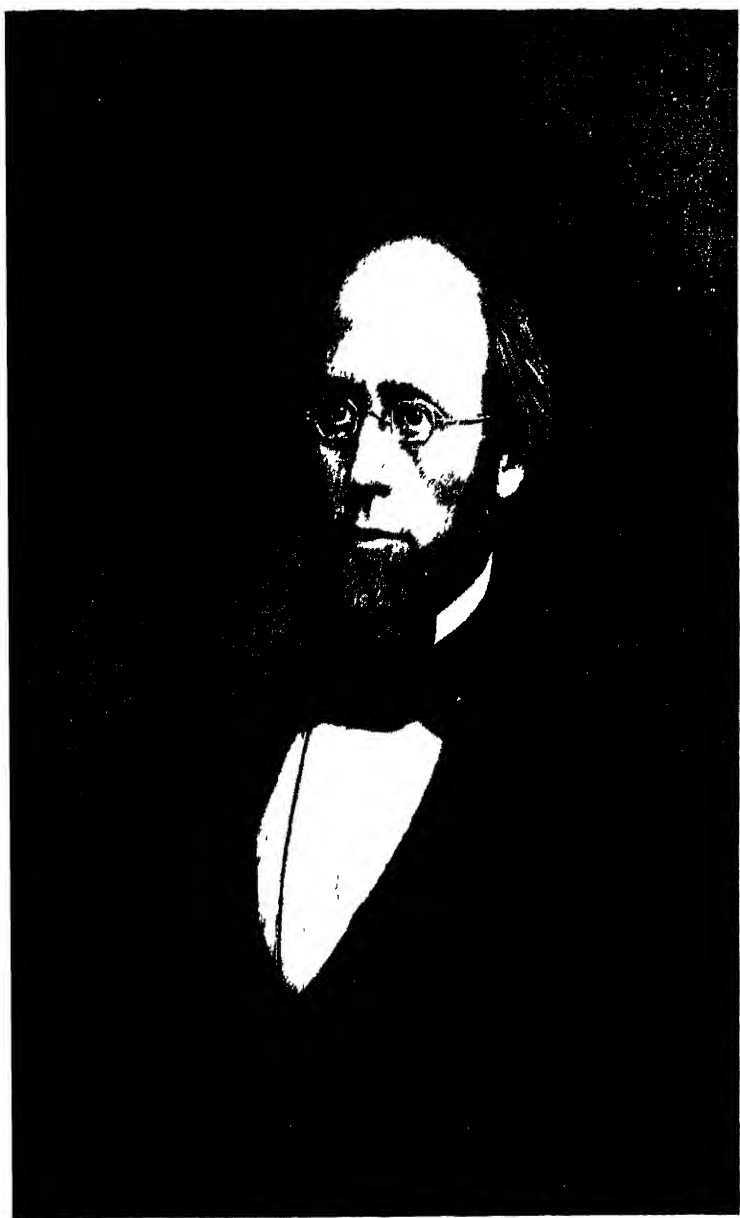
As a teacher Dr. Soule was neither original nor progressive, but accepting the standards as he found them, he held generations of schoolboys to their tasks. At the end of his long searching drills in Latin a boy was well fitted for college. There was no seductive selection of studies; all must take Latin and Greek for better or worse. By constant drill in construing, in which no point was too minute to escape scrutiny, he taught boys the classics. To do that work to the end, and to administer the school was all that Dr. Soule asked. Instead of wasting time at teachers' meetings, he stayed at school — and taught.

For a good many years after becoming principal Dr. Soule clung to the fixed rules for governing the students; but in time he saw that those rules were, after all, based on elementary laws of observance of others' rights. Therefore, at the opening of school each year he made a set speech meant to cover all forms of conduct without naming any specific offences. After exhorting the boys to remember at all times that they were Exeter gentlemen, he would say: "The Academy has no rules — until they are broken. But there is one rule I wish to make: whoever crosses the threshold of a billiard saloon, crosses the threshold of the Academy for the last time." The rule sometimes aroused the curiosity of boys to enter the forbidden portals. One old boy writes that Professor Wentworth, temporarily in charge before Dr. Scott was elected, carried out the strict letter of the law and dismissed him without a hearing after he had broken the rule from curiosity "to see what such an iniquitous place could be like."

But although conservative, Principal Soule readily agreed to reforms suggested by others. One of them was opening a club for room and board in the house on Spring Street formerly occupied by Messrs. Williams as a printing shop. The club was the outgrowth of one founded in 1849 by John P. Allison, which had used the house known as the Phillips buildings on the corner of Tan Lane and Main Street. A matron was hired to do the work, and the success was immediate, for the cost to each student for board, room, service, washing, fuel, and light was but little more than two dollars a week, whereas in private houses the cost was twice as much. Then, as at the present time, prices were constantly increasing. Some of the older boys managed the club, and they made the venture so satisfactory that in 1852 the Trustees voted to build a

new dormitory. Consequently, Abbot Hall, named in honor of Benjamin Abbot, was built, at a cost of twenty thousand dollars. It accommodated at that time fifty roomers, and provided kitchen and dining rooms for the club. Until 1903, when Alumni Hall was opened, it was the chief dining hall for the students, and always furnished board at cost. The meals were never very elaborate, but they were wholesome, of good quality, and generous quantity. Originally a charge of one dollar a year was made for a room in Abbot Hall. Gradually, as the cost of living advanced, the rates too have increased.

Another reform effected with Dr. Soule's approval, but not at his suggestion, was that which made the principal and the other instructors a regular faculty, with the usual powers of such a body. That reform, together with the one following, were products of the fertile brain of Joseph G. Hoyt, Professor of Mathematics 1841-1859. On March 24, 1857, the Trustees voted "That it is expedient to constitute the Instructors a Faculty & that Dr. Burroughs & Dr. Peabody be a committee to report on the subject." The following November the Trustees voted to accept the report, which, unfortunately, was not recorded except in effect; but the purport of it is clear, since from that time on powers were delegated no longer to an autocratic principal, who as an individual was liable to serious error in dismissing or retaining students, but to a deliberative body of the whole. That report was in effect the Magna Charta of modern Exeter. There is no doubt that as a principal answerable to no one except the Trustees, and to them often only in a distant fashion, Dr. Soule had sometimes acted arbitrarily and ill advisedly. One case in particular was that of dismissing several students who had dared, without official sanc-



JOSEPH GIBSON HOYT



tion, to form a literary society as a rival to the Golden Branch. The fulness of discretion intended to be conveyed to the newly created Faculty is reflected in the vote: "That the report be adopted as a recommendation, but as not obliging upon the Faculty in all its details, they having liberty to depart from it, if circumstances require."

In July, 1858, the Trustees voted another radical and revolutionary measure, also the suggestion of the restless and progressive Hoyt. It was that students need no longer study in the main building under the eye of an instructor. Until that time most of the preparation of lessons had gone on in the recitation room. It was tiresome to teachers and pupils alike, and was open to objection on many counts. It is difficult to study while others are reciting; moreover, the rooms were badly ventilated, dimly lighted, especially in winter, and with difficulty kept clean. But the chief reason for the innovation was that the Academy had always striven to treat its charges as men and not as children. Self reliance and manliness had always been fostered and encouraged; and it was merely a slight extension of privilege to allow work to be prepared outside of class, without faculty supervision. No custom at Exeter is today more prized by the undergraduate than that privilege of studying in the quiet of his own room. Some boys, of course, do not thrive under the greater freedom; but in general the plan has worked satisfactorily. An argument in favor of it is that boys early learn the self reliance that college demands. The break between Exeter and college is thus but slight, and most Exonians find themselves able to meet the requirements of college life, where much personal liberty is allowed. And the scholarship of the school has not suffered by the change.

One effect of the various innovations was the sudden and steady growth in the number of students. In 1849-1850 there were 70 enrolled; in 1852-1853, 93; in 1855-1856, 116; in 1860-1861, 151. From that time until the year 1890 the increase was uninterrupted.

Another change, likewise suggested by Professor Hoyt, was dividing the school into classes,—the Junior, the Middle, and the Senior. There was also a preparatory class, to be kept as small as possible, and an advanced class, which did the work of the Freshman class in college. Every effort was made to increase the size of this latter class, and a great many boys from the Academy entered the Sophomore class in college, and some even the Junior class. Previous to the time of this innovation, which came in 1854, students had remained in Exeter until they were fitted for some college class, without special reference to the time of entering or leaving the Academy.

Still another rule that Dr. Soule changed was that which required the students to be in their rooms at seven o'clock at night. By 1870 the rule named eight o'clock, and gradually even that requirement was abandoned. For a good many years Dr. Soule stated that there were no rules until they were broken. This laxness was no doubt partly the cause of the unruly life at Exeter during the dark days which followed. The old eight o'clock rule was revived in the fall of 1922, and has worked well. In spite of some few necessary rules, the spirit of Exeter is much broader than mere rules which may be transgressed. A committee of the Faculty several years ago submitted a report on school regulations, of which this sentence is a significant part: "The government of the Academy is one of principles and men, not of rules and penalties."

Dr. Soule ruled completely over the growing faculty

and school until his resignation. The trouble over constituted authority which later did the school so much harm had not yet showed its head. Professor Wentworth was exceedingly fond of having his own way; but both he and Professor Cilley served willingly in subordinate positions till Principal Soule's resignation. Mr. Cilley records in his private diary under date of May 12, 1859, when he had been teaching in the Academy three months, and when Mr. Wentworth had been here a year, that Mr. Wentworth came near having a private fight with Principal Soule in the latter's house, where the two young teachers were calling. At that time Mr. Soule was sixty-three, and Mr. Wentworth twenty-four. Happily the fight was averted, and Mr. Wentworth continued to work loyally under Mr. Soule.

Dr. Soule carried the forms of dignified bearing farther even than did Dr. Abbot, though with no greater effect. He was very tall, and carried himself with a dignity that was sometimes taken for pompous affectation. As he passed among the boys playing football on the green, he would gravely raise his hat, and the boys would hold the ball till he had gone. But an anecdote, related by Richard Montague, of the class of 1871, of a slight earthquake shock that was felt in Exeter, shows that Dr. Soule's dignity was real, not assumed. "The Doctor," he says, "stood it (the earthquake) better than we did, but, at last, even he rose from his seat and looked out of the window. Then he saw that Abbot Hall was still standing and the trees were growing as they had been growing the day before, and, resuming his seat, he said calmly, 'Foster, construe that next sentence.' I have ever felt since, that no matter what earthquakes of opposition might assail the purpose . . . our motto should be persistent application to the work in hand."



That Principal Soule's manners had also another effect on his pupils is evident from an address by President Eliot of Harvard, at the Centennial celebration in 1883.<sup>1</sup> "Not knowing from personal experience," he said, "I asked a distinguished graduate of the school last evening, who is prevented from being here today, what it was that he felt that he owed to Exeter. He said: 'I got there my first lesson in manners.' 'What was it?' said I. 'I was a scrubby little boy,' said he, 'and I met Dr. Soule in the street and he touched his hat to me, and it set me to inquiring how such an unparalleled emergency was to be met.' He soon learned to meet it and he is one of the most cultivated gentlemen and polished scholars of our day."

Regarding the lessons that he learned in Exeter under Principal Soule, Francis Rawle, class of 1865, said at the reunion in 1903: "As I look back to my own life here, I feel, and I feel it more strongly year by year, as the meaning of life grows clearer to me, that Exeter training and life stood for Obligation. Whatever of friendship, whatever of training I took from here, I took, above all, the belief — it was more than a belief, it was a sense — that that which is required of you, must be done. It was not that it was taught in words; it was in the life of the place. It seemed all around you. It was better than teaching what you must not do; it was teaching what you must do, and that stands on a higher level and comes nearer home to youth than the other. It was as if there had been impressed on the life here, in some subtle way, the full meaning of these words of Emerson:

"So nigh is grandeur to our dust,  
So near is God to man,  
When duty whispers low, 'Thou must,'  
The youth replies, 'I can.'"

<sup>1</sup> Centennial celebration pamphlet.

During Dr. Soule's principalship there were few instructors or professors appointed; but some of those who were appointed left an indelible stamp on the Academy. Under Dr. Abbot ten professors and thirty-six instructors had been named. Under Mr. Soule there were but six new instructors and nine professors. The change from constantly breaking in new men, which had obtained under Abbot, was of the highest value to Exeter, for the men who remained helped to carry on a continuous policy. Chief among those who grew up with the school were Professors Hoyt, Wentworth, Cilley, and Pennell. To them and to Soule is owing the success of the middle period of the history of Exeter.

Joseph G. Hoyt, "The Great Teacher," was born in Dunbarton, New Hampshire, January 19, 1815. His father was indifferent to education, and the boy had but three months' schooling a year, but aided by his mother he entered Yale in 1836, and graduated sixth in a class of one hundred. Elected Professor of Mathematics at Exeter in 1841, he brought to his teaching a zeal, and an infectious inspiration that fired his students with the ambition to keep pace with him. Professor Hoyt also threw himself into the life of the town. He was long chairman of the school board, brought about the building of the new town hall, the town library, the planting of shade trees, the building of sidewalks, and the erection of schoolhouses. In 1850 he was on a committee to revise the state constitution. His defeat in 1858 for the nomination for congressman was a sharp disappointment. Besides other activities, he lectured on economics, education, poetry, and orchard culture. On April 13, 1842, he married Margarette Chamberlain, of Exeter. In December, 1858, Professor Hoyt was elected Chancellor, or Pres-

ident, of Washington University, St. Louis. Though he regretted to leave Exeter, he saw before him a field that he felt he should not reject. Soon after going to St. Louis he was stricken with consumption. Still young, full of fire and eagerness for work, he was appalled at the thought of an early death. In the preface to his collected writings, he wrote, only three weeks before his death: <sup>1</sup> "I shrink from the cold obstruction, — the oblivion of the grave. Like a timid child, I dread to go out alone into the darkness. The firelight on the hearthstone of home is more attractive to me than the brightest star in the far-off heavens." He died November 26, 1862, and was buried in Exeter, near the grave of the Founder. But in the minds and hearts of those whom he taught, and in their children's children, he still lives.

Another instructor under Dr. Soule who set a high standard of scholarship was Robert F. Pennell, '67, Professor of Latin. He was born in Freeport, Maine, July 13, 1850, and died October 22, 1905, in San Francisco. On graduating from Harvard in 1871 he began to teach in Exeter with marked success. His recitation room was noisy, full of snapping of fingers, and eager calling of answers, but the boys never got beyond his control. It was largely due to the wish of boys in his class to please him with a recitation that the habit of finger snapping grew up in the Academy. Sometimes a student would rush to his desk to win recognition. A favorite penalty of Professor Pennell was to require the boy who was unprepared to report at his house the next morning at six o'clock. He resigned in December, 1882.

To take the place of Mr. Pennell Mr. George L. Kittredge, now Professor of English at Harvard, was

<sup>1</sup> See Addresses, p. 279.

appointed in 1883; from 1885-1888 he was Professor of Latin. In his class the same zeal that had distinguished Professor Pennell's work still persisted, undiminished.

Some of those who studied at Exeter under Dr. Soule were Paul A. Chadbourne (1823-1883), President of Williams College; Joseph C. A. Wingate (1830-1903), U. S. Consul; Jeremiah Curtin (1840-1906), linguist and translator; Edward R. Sill (1841-1887), poet; Robert T. Lincoln (1843-), Secretary of War, Minister to Great Britain; Ulysses S. Grant, Jr. (1867-), lawyer; George S. Hale (1826-1897), lawyer; Christopher C. Langdell (1826-1906), Dane Professor of Law, Harvard; William E. Dorsheimer (1832-1888), Lieutenant Governor of New York; William R. Ware (1848-1917), Professor, Mass. Institute of Technology; Sylvester Waterhouse (1831-1902), Professor, Washington University; Jeremiah Smith (1837-1921), Professor, Harvard Law School; Benjamin F. Prescott (1833-1895), Governor of New Hampshire; Bradbury L. Cilley (1838-1899), Professor, Exeter; George A. Wentworth (1835-1906), Professor, Exeter, author of mathematical texts; Frank W. Hackett (1841-), lawyer, Assistant Secretary, U. S. N.; William M. R. French (1847-1914), director Art Institute, Chicago; Herbert H. D. Peirce (1849-1916), U. S. foreign ambassador; George W. Atherton (1837-1906), President, State College, Pennsylvania; John O. Green (1799-1886), Professor, Harvard Medical School; George S. Morison (1845-1903), civil engineer, made minority report favoring Panama instead of Nicaragua for canal; Marshall S. Snow (1842-1916), Professor, Washington University; Augustus Van Wyck (1850-), Judge, Superior Court, New York; John E. Leonard (1845-1878), Judge, Superior Court, Louisiana;

Wilmon W. Blackmar (1841-1905), Captain, U. S. A., Civil War, Commander G. A. R.; Nathan H. Dole (1852-), author; Charlemagne Tower (1848-1923), U. S. Ambassador to Germany and Russia; Edward Tuck (1842-), banker and philanthropist, Paris, France; August Belmont (1853-), banker; George E. Woodberry (1855-), poet and professor; John A. Mitchell (1845-1918), founder and editor of "Life"; Philip Hale (1854-), music and dramatic critic; John Hubbard (1849-), Rear Admiral, U. S. N.; George A. Plimpton (1855-), President Ginn and Company; Prentiss Cummings (1841-1917), lawyer.

Under the principalship of Dr. Soule 631 Exeter men received college degrees. That means, of course, that many more than that number left the Academy for college, since always a certain percentage enter professional schools before they finish their course, or leave college for other reasons. But during the years of Principal Soule the number who went to college was large and constant. The record of Exeter men who fitted for college under Dr. Soule and afterwards received college degrees is, Harvard, 413; Dartmouth, 64; Yale, 48; Bowdoin, 25; Amherst, 21; Brown, 13; Boston University, 8; Columbia, 5; Union, 4; Williams, 3; Trinity, 3; Princeton, 3; Wesleyan, 3; West Point, 2; Massachusetts Institute of Technology, 2; and Oxford, Heidelberg, Colby, Marietta, Vanderbilt, University of Vermont, Pennsylvania, Lafayette, Colgate, University of St. Louis, University of North Carolina, Tufts, Syracuse, Rensselaer Polytechnic Institute, 1 each.

Mr. Soule married Elizabeth Phillips Emery, daughter of Captain Noah Emery, of Exeter, on August 26, 1822. His home life was quiet and uneventful; he cultivated his garden, kept a cow, and he and his sons

cut the firewood on the woodlot on Epping road. Two of the sons, Charles Emery, class of 1833, and Augustus Lord, class of 1837, became successful lawyers. Augustus was for five years Justice of the Massachusetts Supreme Court. The third son, Nicholas Emery, class of 1835, was for many years a teacher and physician in Cincinnati, Ohio, and served as Trustee of the Academy from 1879 to 1886. For some years before his death, which occurred March 26, 1919, at his home in Exeter, in his 94th year, he had been the oldest living graduate of both Exeter and Harvard.

Harvard gave Principal Soule the degree of LL.D. in 1856.

Dr. Soule sent the Trustees his resignation on June 19, 1872, but they prevailed on him to retain his office a little longer. On July 1, 1873, however, they felt that his wish must be granted, and accordingly accepted his resignation, but made him Principal Emeritus with a salary and the use of the principal's house for life. He lived six years longer, in peaceful retirement, his chief delight to watch the abounding life of "his boys" as he called the students. Until almost the end he took long walks through the surrounding woods and fields, but was at length forced to confine his strolls to the town, which he knew and loved. Finally, as the result of a cold, he died suddenly on May 28, 1879, in his eighty-third year. He was buried in the family lot near the grave of the Founder.

During Principal Soule's years only eight new Trustees were elected. A short account of each follows.

James Bell, a brother of Samuel D. Bell, was born in Francestown, N. H., November 13, 1804, and died in Gilford, N. H., May 26, 1857. He served as Trustee 1842-1852. He prepared for college at Phillips Academy, Andover, and graduated from Bowdoin in 1822.

He was admitted to the bar in 1825, and practised in Gilmanton, Exeter, and Gilford. One of his chief services was as attorney for a company controlling the title to flowage and riparian rights about Lake Winnepesaukee. He served as legislator from Exeter in 1846, and in 1855 he was elected United States Senator. He was exceedingly modest and retiring, yet he was a man of great versatility and attainments.

Andrew P. Peabody, A.M., LL.D., was born March 19, 1811, and died March 10, 1893. He graduated at Harvard in 1826 and then spent three years in the Harvard Divinity School. After serving for a year as tutor in mathematics at Harvard he succeeded in 1833 Reverend Nathan Parker as pastor of the South (Unitarian) Church in Portsmouth, N. H. In 1860 he became preacher to Harvard, and Professor of Christian Morals. In 1881 he resigned to devote himself to literary work. In 1868-1869 he was acting president of Harvard. In 1852 Harvard made him Doctor of Divinity, and the University of Rochester granted him the degree of LL.D. in 1863. While in Portsmouth, he was made a Trustee. This was in 1843; he served the Academy well till his resignation in 1885. Mr. Peabody served as Trustee 42 years, the longest period of such service in the history of the Academy.

Dr. David W. Gorham, A.M., M.D., was born in 1799, in Charlestown, Mass., and died in Exeter, October 11, 1873. He entered the Academy in 1815, and graduated at Harvard in 1821. He then studied medicine, and settled in Exeter. He married the daughter of Principal Benjamin Abbot. His methodical business habits and sound discretion were of the greatest value to the Academy, which he served as Trustee from 1844 until his death in 1873, when he

was succeeded as Trustee by his son, Dr. William H. Gorham.

John Kelly, Treasurer 1842-1855, was born in Warner, N. H., March 7, 1786, and died in Exeter, November 3, 1860. At the age of eighteen he graduated from Dartmouth, and studied law. In 1831 he removed to Exeter, and became editor of the *News-Letter*. Of public offices he held that of State Representative and Register of Probate. His articles on the early history of men and events in New Hampshire were of great value, being both accurate and relieved of dryness by keen humor and subtlety.

Amos Tuck, Trustee 1853-1879, was born August 2, 1810, in Parsonfield, Maine, and died December 11, 1879, in Exeter. He was educated at Hampton Academy, and at Dartmouth. He studied law in the office of James Bell, of Exeter, and was admitted to the Rockingham bar in 1838. In 1842 he was elected to the General Court, and from that time on he was constantly in political life. After serving in the state legislature, he was elected to Congress in 1847, largely because he scorned to follow the dictates of the time-serving politicians, but boldly denounced them. That was the making of his career. As the first anti-slavery Independent he carried the fight to the bitter end. Near him in Congress sat Abraham Lincoln. In 1860 Mr. Tuck was a member of the New Hampshire national nomination committee which chose Abraham Lincoln as color bearer in the presidential election. He was also one of the committee chosen to wait on Mr. Lincoln in Springfield with the news of his nomination. There Mr. Tuck congratulated his old friend of the Thirtieth Congress. Later he practised law in New York for railroad corporations. He was a trustee of Hampton Academy and of Dartmouth as well as

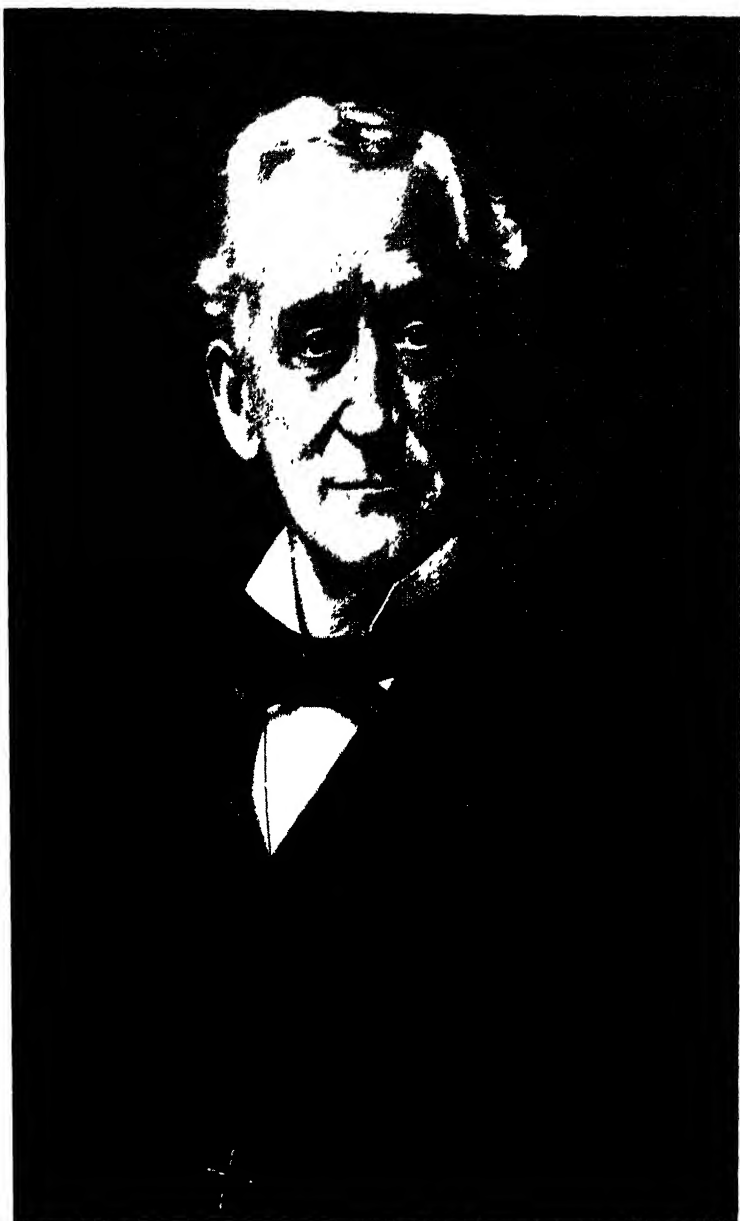


of Exeter. One of his chief characteristics was a passionate fondness for the town of Exeter, which he always regarded as his home.

Francis Bowen, class of 1829, Trustee 1853-1875, was born in Charlestown, Mass., September 8, 1811, and died in Boston, January 22, 1890. After graduating at Harvard, he became instructor in intellectual philosophy and political economy in the University. In 1839 he went to Europe to study. Returning in 1841, he devoted himself to literature, and became editor and proprietor of the *North American Review*. After losing a professorship at Harvard because of his articles on the Hungarian question, he was reappointed by President Walker in 1853. He opposed the political opinions of Kant, Fichte, Cousin, Comte, and John Stuart Mill; the last named replied to his critic in his "Logic." In political economy he opposed Adam Smith on free trade, Malthus on population, and Ricardo on rent. His writings on philosophy and economics were enormous.

Judge Jeremiah Smith, class of 1849, served two terms as Trustee. The first was 1868-1874; the second, 1898-1902. His value as a Trustee was great, for he knew the traditions and felt keenly the spirit of the school. He was born July 14, 1837, graduated from Harvard in 1856, studied law at Harvard, and was admitted to the New Hampshire bar in 1861. At the age of thirty he was appointed a Justice of the Supreme Court of the state. From 1890 until 1910 he was Story Professor of Law at the Harvard Law School. On April 5, 1865, Judge Smith married Hannah Webster, of Dover, N. H., who died in 1904. As a lawyer and as a lover of Exeter he followed the high example set by his illustrious father, Judge Jeremiah Smith, Senior.

George S. Hale, class of 1839, was born in Keene,



AMOS TUCK



N. H., September 24, 1825. His early years were marked by great outbursts of passion; but his strong will triumphed, and he became most calm and gentle. At the age of thirteen he entered the Academy, and went to Harvard before he was fifteen. There he held high rank, and stood among the first eight of the Phi Beta Kappa in 1842. He spent the year after graduation in making up his mind between the ministry and the law. Then he attended the Harvard Law School, taught school, and traveled abroad when his eyes failed. After that he returned to practise law in Boston. His career was most brilliant; many of his services were for great railroads. He espoused the cause of the colored troops, and by a personal appeal to President Lincoln obtained pay for the colored troops equal to that of the whites. Also, he was prominent in every public work for years. The list of benevolent societies to which he belonged contains the names of most of those well known in Boston. In 1870 he was made a Trustee to take the place of Samuel Hale, and served till his resignation in 1893. From 1885 till 1893 he was President of the Board, and was one of the most loyal and zealous workers that the school ever knew. His devotion was unbounded, and he made frequent trips to Exeter to oversee the progress of the school. At the centennial celebration in 1883, he delivered one of the addresses. He died at his summer home, "Schooner Head," Mt. Desert, Maine, July 27, 1897.

Charles Burley, class of 1834, was Treasurer 1880-1889. He was born in Exeter, August 19, 1820, and died here February 4, 1897. For several years he was a stationer in Chicago, but returned to Exeter in 1858 to engage in business as a florist. From 1869 to 1880 he was treasurer of Robinson Female Seminary, Exeter.

## CHAPTER IX

### THE GREAT TRIUMVIRATE

And Aaron and Hur stayed up his hands, the one on the one side, and the other on the other side; and his hands were steady until the going down of the sun.

ANY history of the Academy during the latter years of Principal Soule's life, and for thirty years after his death, resolves itself into a story of the lives and activities of two men, Professor Wentworth and Professor Cilley, for they had a more profound influence on the Academy until the early nineties than any other persons except Dr. Abbot and Dr. Soule. Each gave his life and his peculiar genius to Exeter. Both had opportunities to go elsewhere at higher salaries; yet both, like many an Exeter teacher of later years, chose to leave his lot to the end with the school of John Phillips.

Although the boys in the Academy from 1860 to 1890 always spoke of the teachers Soule, Wentworth, and Cilley as "The Great Triumvirate," the greatest of the three was undoubtedly Wentworth. On the slow decline of Dr. Soule it was he who by his strength, tact, and general ability came to hold the balance of power. He won a hold on parents and alumni comparable only to that held by the famous Dr. John Keate of Eton. Alumni sent their sons to Exeter because of Wentworth. He ruled in fact if not in name until his resignation. He knew the school and its ways so much better than any new principal could have known



GEORGE ALBERT WENTWORTH



them, that he found little difficulty in controlling the elements that governed the Academy.

When Wentworth and Cilley came, the Academy was still characterized by devotion to the classics, Greek and Latin, with just a smattering of mathematics and a little history; before their day ended Exeter had grown and expanded, had passed through many stages of hesitation and almost of despair, to find itself at last secure in the strength of a new curriculum enlarged to meet every modern need, and with an equipment that was to keep pace with other wants. But before that happy time came, Professor Wentworth had resigned as a teacher, and was serving as a Trustee.

George Albert Wentworth was born in Wakefield, New Hampshire, July 31, 1835, the son of Edmund and Eliza (Lang) Wentworth. An ancestor was William Wentworth, who emigrated from England to Massachusetts in 1636, and in 1639 signed the "combination for a government at Exeter." In 1852 young Wentworth entered the Academy, relying for the most part on his own efforts to pay for his education, but helped somewhat by free tuition.

At the Academy he found a sturdy boy a little more than three years his junior, who was destined to be a life-long friend and colleague. Bradbury Longfellow Cilley, son of Joseph Longfellow and Lavinia Bagley (Kelly) Cilley, was born in Nottingham, New Hampshire, September 6, 1838. In 1842 the family moved to Exeter, to the farm long owned by Judge Jeremiah Smith, early treasurer and mentor of the school. In the fall of 1851, at the age of thirteen, young Cilley entered the Academy, where he and Wentworth were much together. Both of them entered Harvard as sophomores in the fall of 1855. While in college they



roomed together in number 25, Stoughton Hall. Mr. Cilley records some things of interest in their doings as undergraduates. He speaks of hearing lectures by the President, and by Lowell, Agassiz, Wyman, and others. Also, he speaks of attending church with regularity. That, incidentally, was a lifelong trait, though he never became a member of any church. Both Cilley and Wentworth took high stand in college, and were elected to Phi Beta Kappa.

About that time it became known that there was a vacancy at Exeter, and it was doubtful which of the two brilliant young men would be appointed. It fell to the lot of Wentworth. Cilley merely records in his diary of March 23, 1858: "At the meeting of Trustees of the Academy, Wentworth, my chum, was appointed teacher instead of me. So I am in the market still." There was no rancor; he merely resigned himself, secure in the thought that his talents would find reward.

Perhaps Wentworth was appointed over Cilley because he had taught school during his college course. The records for the Kingston, N. H., school board for 1856-1857 say: "The Winter Term was taught by Mr. George A. Wentworth. The school made a very creditable appearance at the closing examination, and the satisfaction expressed by parents and scholars would deter us from making any comments, did we not feel that circumstances demanded it.

"The Committee have, for years past, specified certain directions, relative to the exercises of the school, for the teacher to follow, making due allowance where they could not be made practical, and the disregard of many of them by the teacher, during this term, we consider entirely unwarrantable.

"Due attention should be paid to deportment in a school. A little regularity in passing to and from the

seat, and decorum in the several classes at recitation, serve to give that finished appearance which is ever desirable, but which was greatly wanting in this school during the past term. We believe, however, that the school has been a useful one, especially to those larger scholars whose days in the school-room have been few and far between."

Thus early did Wentworth show the slight regard that he always had for mere formal order in the class room. He ruled his own demesne with laxity, but he was at every moment master of the situation. He invited his students to a combat of wits in which it was give and take; but he was still the ruler whose will was law, none the less because it was unwritten.

On leaving college, Cilley returned to the farm at Exeter, where he worked in a desultory fashion; he felt that he should teach when the chance offered. Meanwhile he "looked at Blackstone," uncertain whether after all he might not take up law. Late in November he went to Albany Academy to teach Greek and Latin. He enjoyed the life and work there, and seemed settled permanently; but the next month he received a letter from Mr. Wentworth urging him to be a candidate for a place in the Academy. On January 19, 1859, he received the appointment, and resigned his post in Albany, though not without a good deal of regret. On February 14 he taught his first class in Exeter. Except for a year's absence when he went abroad for his health, he taught without break until his death.

Soule, Wentworth, and Cilley were at times assisted by young graduates from Harvard; but for the most part they did all of the teaching. Until 1874 there were just three helpers — Orlando M. Fernald (1860–1861), Payson Merrill (1861–1862), and William

Putnam (1870-1871). For fifteen years the work of the school went on smoothly. Meanwhile, Principal Soule was growing feeble, and the two wheel horses, Wentworth and Cilley, came more and more into power. Wentworth, under the stimulus of authority, began to show a positive, domineering temper; he never could brook interference with his authority. When he had taught Greek and Latin for about a year, he gave over the task to Cilley, so that he could devote all his time to mathematics.

Professor Wentworth early earned the nickname of "Bull" for his bull-like strength, and from his habit of roaring like the bulls of Bashan at shirkers. Round him there grew up a tradition of mingled savagery and tenderness; of withering sarcasm and the refined gentleness of a woman; of biting personal remarks and of unasked aid and comfort to the poor and helpless. One graduate says:

" 'Bull' Wentworth I recall as a rather heavy, slow-moving, deliberate man, careless of personal appearance, even-tempered, very sympathetic with boys in trouble, who very frequently made a bluff at being very severe, but the bright ones in his classes did not have any real fear of him. I think he was generally loved by all who sat under him for any period of time. Personally, he was very kind to me and probably was the cause of my being permitted to remain at Exeter at least six months longer than would have been the case without his influence."

Another alumnus proves by the following that Professor Wentworth could take a joke as well as make one:

"I remember one day in the history class Scammon (6 ft. 3 in. tall) was reciting Roman history, and said, 'They *fit* a battle, etc.' Professor Wentworth said, 'Scammon, is there any such word as *fit* in your vocabulary?' Of course the boys all laughed. Then Scammon replied, 'Yes, sir; *fo*, *fis*, *fit*.' Then there was a roar. And Professor laughed long after the boys had subsided."

A member of the class of 1874 says:

"His eccentricities, his withering sarcasm, his independent manner of conducting himself in the recitation room and on the street, reading his newspaper from the post office to his recitation room (while Perkins in the assembly at chapel had denounced studying on the street as bad form), might be illustrated by many an incident. Yet 'Old Bull,' as we called him, had a warm heart and did me many a little favor."

Francis Rawle, '65, wrote of him:

"I owe him very much, probably more than any other one man; he jogged my mind when it most needed jogging."

No other anecdote of this powerful teacher better shows his true temper than the following by Thomas W. Lamont, '88:

"It was twenty-one years ago last winter when I was a 'prep' at Exeter and suddenly taken down with scarlet fever — no one on hand to look out for me or care for me in such a dread disease. I was in one of the little dormer-rooms at the top of what was then Gorham Hall, and because the dormitory was full of other boys I had to be moved. Who was to do it? 'Bull' Wentworth was the man who marched into my room, wrapped me up as tenderly as a mother and carried me down to a warm, heated carriage that he had prepared, took me to a private house, carried me up again and himself put me to bed. That is the sort of thing that men will always remember of him. He had a big brain, but a bigger heart."

Towards the latter days of his teaching Professor Wentworth grew even more free and easy in his classroom duties than he had been at first. He would often come in a half hour late; and while some of the boys put their problems on the board, he would read the morning paper on the platform. But he was always aware of all that was going on, and would come down with awful severity on those who were not doing their

best. His habit of being late to class fostered indifference in his pupils and made the row of the poorer students in mathematics hard. Under him recitation was a battle of nimbleness of wit, not unmixed with trickery on the part of the student and badinage reinforced by age and position on the part of the teacher. The bold student bluffed sometimes successfully and thrived; the timid often suffered exquisitely. The roar of "Bull" when defied was realistic. He tossed and gored unmercifully, yet withal kept a kindly manner. Relieved from the goring in "Bull's" class, the students tried the same tactics with other instructors, often to the rout of the teacher. With one in particular they succeeded. Many a cold day the class would open the window and nurse the thermometer in the snow until a scout announced the coming of the enemy. Then with boos and upturned coat collars the boys would clamor for a cut; and only too often they got it.

During his years of service, Wentworth was invariably made the confidant of boys who had fallen into trouble. No matter how serious the offence, he was ready to forgive the fault and help the sinner, under the one condition that the boy must tell the whole truth, and he had an uncanny faculty of detecting half truths. If the boy saw the light in time, he could count on the hearty support of the strongest single factor in Exeter authority. Wentworth was always ready to pardon every weakness to which school boys are prone; lack of sympathy was not one of his failings. In consequence, many boys came to rely on that fountain of help, and deliberately sinned and were forgiven.

Professor Wentworth became famous as the author of a series of mathematical texts. For a long time he used geometrical figures, which he had the students keep in note books. Finally he collected the figures,

and from them made his first text. By putting but one proposition on a page, and by making clearness the first essential, he made his texts popular. In all he wrote thirty-four texts on mathematics, some of which were translated into many foreign languages.

When Principal Fish was struggling, in 1891, to make reforms, Mr. Wentworth opposed him. In order to give every chance to the new Principal, the Trustees voted Mr. Wentworth a year's leave of absence. Mr. Wentworth felt the tenseness of the situation, and therefore sent in his resignation as a member of the Faculty from Cairo, Egypt, on December 22, 1891. In 1899 he accepted a position on the Board of Trustees and served until his death.

On August 2, 1864, Professor Wentworth married Emily Hatch, of Covington, Kentucky, who died May 1, 1895. He himself died suddenly in the railway station in Dover, of valvular disease of the heart, on May 24, 1906.

His gifts to the school were important. In 1897 he gave \$4,000 towards a permanent mathematical fund; in 1903 almost \$17,000, or half of the cost of Hoyt Hall, and in his will he bequeathed \$10,000 more for the Wentworth Professorship of Mathematics.

In the class room Professor Cilley was quite as much master as was Professor Wentworth. He was always punctual, was gruff with those who did not put forth their best effort, and by roaring sometimes intimidated those of little courage; but he worked faithfully to teach the boys their Greek. If there was one thing that he hated fervently it was affectation and cant. Outspoken to the verge of rudeness in all matters, public and private, even in class he would not brook a stilted or over-fine translation. Throughout his life he was generous

to every good cause, and often gave beyond his means. Of him Principal Amen once said:

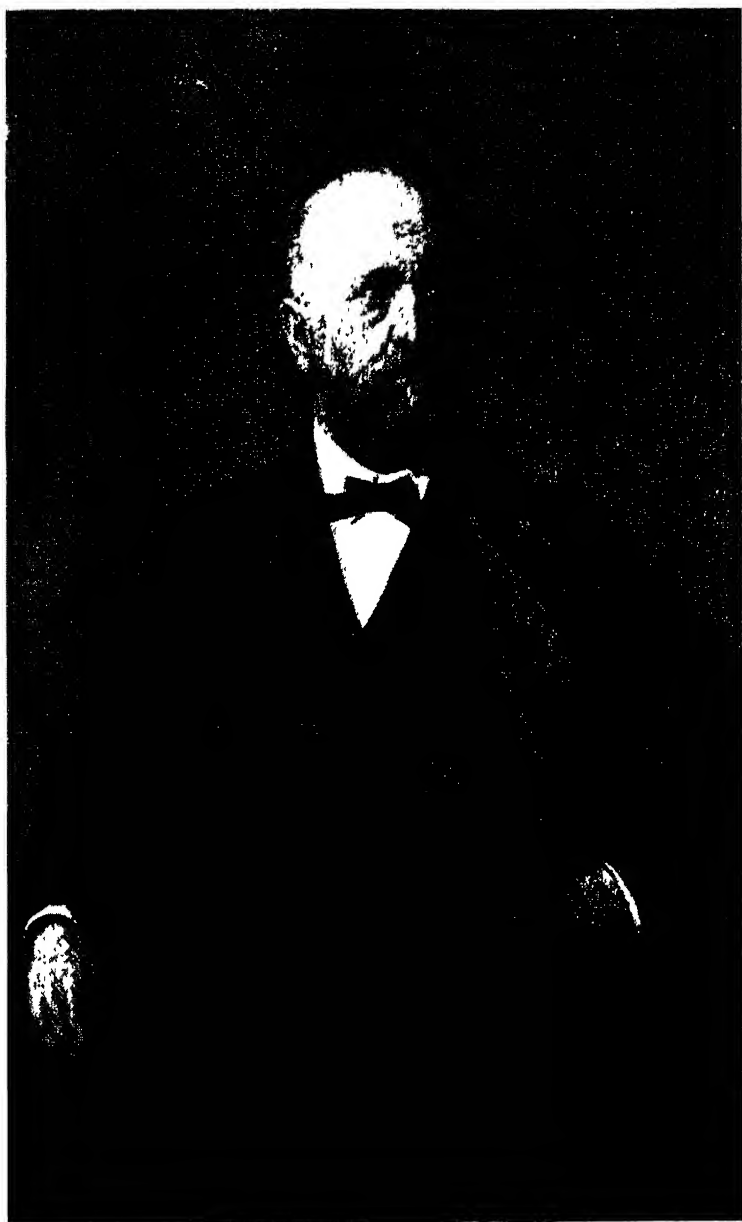
"Mr. Cilley was a man of gruff exterior; but he had a heart big and warm. Once during my first weeks in the school he called me to the desk at the end of the hour and said 'Amen, why don't you recite better? You study your lesson, don't you?' I assured him that I did, and he replied, 'I'm not so cross as I seem. When you pick up chips and do other work at my house, you do it well: now, just do your Greek with as much confidence, and you won't fail again.' And I didn't fail again."

To some, Professor Cilley's bluntness seemed merely bad manners, but no one could come to know him well without recognizing his sincerity. He was willing to accept mediocre accomplishment if it was unaccompanied by pretense. In the fall of 1897 he permanently dismissed from his class a student who he felt was an evil influence in the school. Facts became known later that justified his action.

Both Wentworth and Cilley were full of zeal for the community. They always spoke at town meeting and attended the Republican caucuses. Also, Mr. Cilley was chairman of the building committee of the Second Congregational Church, and in 1888 was president of the day at the 250th anniversary of the founding of the town. On the day when he visited Athens, Greece, he wrote to a friend in Exeter that grand as was the Acropolis, he would rather be sitting on a nail keg in Kelly and Gardner's store at home. So much were Wentworth and Cilley interested in town affairs that no public work was undertaken without their help.

On August 3, 1864, Mr. Cilley married Amanda C. Morris, of Dover. Throughout her life she was active in church and philanthropic work; and she was the chief builder of the Exeter Hospital.

For years Professor Cilley suffered from gout. In the



BRADBURY LONGFELLOW CILLEY





school year 1889-1890, with his wife and two daughters he sailed for Hamburg. A record in his diary for September 11, 1889, shows that he was in a low state of health. It reads: "Term begins at home, but without me. I feel blue enough. It seems as if my work was done — I was dead & not buried."

Their foreign travels included Germany, Italy, Greece, Switzerland, and England. Early in 1890 they returned, with Mr. Cilley's health much improved. In 1898 he was again attacked by gout, but he kept bravely at his tasks. The wish which he frequently expressed, "I want to die in the harness," was granted, for toward the last he was carried to the class room in a hack. He heard his final recitation at five o'clock, February 28, a month before he died. At the stroke of the bell he closed his book with his customary remark, "That is sufficient," and on March 31, 1899, he died.

Professor Cilley never edited texts or wrote articles on Greek or the study of it. He was content to teach with accuracy, and to lead a simple, retired life, far from ambition and all its disquiet.

The following story told by Camillus G. Kidder, class of 1868, at the alumni reunion in 1903, illustrates in a way the freedom and at the same time the restraint exercised over the students by Wentworth and Cilley near the close of Dr. Soule's long period of service.

"It used to be said of Exeter — in my time that there was absolute freedom, tempered by expulsion. In those days, I think it was in the year 1868, there came to this town a circus. At that time Exeter was what is regarded in theatrical circles as a one-night stand; it may be that its course is upward now, I don't know. On the afternoon of the day in which the circus was to perform in the evening, Dr. Soule at prayers called attention to the fact that it was here. That, I may say, was a work of supererogation; we knew it. He advised those who could profitably spare the time to go. He then went

on to apply a moral. He said that the animals were interesting; the jokes of the clown, we should find, although somewhat trite, would be amusing. He said that it was particularly valuable to notice the folk that were brought in from the country-side, — we should have a fine opportunity to study character. And then he continued in his impressive manner, ‘I have only one thing to say. I trust you will remember there, as everywhere, that you are young gentlemen.’ We were dismissed. That evening the Academy was pretty universally there. There had been a plan, hastily formed, to take charge of the circus; it was thought that the proceedings might be varied and the clown assisted somewhat. But when we arrived we found Professor Wentworth well down in front on one side. Professor Cilley, in an equal coign of vantage, was also there. So the plan was abandoned, and all that was done was, I think, that one of our class had a theory that he could ride the trick mule which proved to be erroneous.”

Neither Wentworth nor Cilley would tolerate anything short of the greatest attainable perfection in class work. Both of them won and kept a great hold on those who sat under them. Not only the Academy but the whole country owes them an incalculable debt of gratitude.

## CHAPTER X

### ALBERT CORNELIUS PERKINS: CITIZEN AND SCHOLAR

God forbid that I should fail to remember the strong and wise counsels which he gave to me in what was the turning point of my life.

— A Member of the Class of 1878.

**I**T WAS a common remark among those intimately acquainted with Exeter that, when Principal Soule resigned, if neither Wentworth nor Cilley was elected to the principalship, the man who should be so honored would find a road of thorns. When in the early seventies Mr. Soule showed signs of failing strength, the Trustees made him Principal Emeritus, gave him a pension of twelve hundred dollars a year, and allowed him the use of the principal's house for life. Although reluctant to accept his resignation, they did so on February 1, 1873. Meanwhile they gave Wentworth and Cilley power to carry on the school. It was generally thought that one of the two would be elected principal, but according to the constitution the man who should be chosen to that office must be a member of the Church of Christ. Wentworth attended the First Church, and Cilley not only attended the Second Church, but was even chairman of the committee that directed the building of the new Phillips Church, as the Second Church voted in 1898 to call itself. But neither man was a member of the church that he attended. Therefore neither was eligible, under the constitution, for the principalship.

It is doubtful, indeed, whether Mr. Cilley would have accepted the position had it been offered to him. He disliked discipline, and even asked to be excused from attending faculty meetings, which were largely concerned with cases of discipline. To Mr. Wentworth, however, authority was the breath of life. Even though he was not elected principal, he felt the responsibility which had come through his long period under Dr. Soule, and threw himself into carrying on the school. It was probably a disappointment to him not to be made principal in fact; but he was principal in all but name for a good many years.

It was Albert Cornelius Perkins who was chosen as the fourth Principal of the Academy on May 22, 1873. He was the son of Nehemiah Perkins and Lydia Bradstreet (the latter a descendant of Governor Bradstreet of Massachusetts), and was born in Topsfield, Massachusetts, December 18, 1833. After attending the grammar schools there he entered Phillips Academy, Andover, in the fall of 1852. Like many another New England boy who has made a name for himself in the world, young Perkins obtained his education by a struggle with poverty. As a boy he worked in a small saw-mill, and learned his Latin grammar at night from a book fastened to the wall of the mill. A tallow candle stuck on a pine splinter furnished light, and the youthful scholar would snatch a moment's reading while the saw-log was running back into place after a board had been cut. Then he would turn again to the log, repeating meanwhile what he had read. There still exists a receipt for \$125, dated December 12, 1859, the first year that Mr. Perkins taught after leaving college, which he paid to his father for the time granted to him for attending school during his minority. He had been nineteen when he entered Andover as a



ALBERT CORNELIUS PERKINS



student; so perhaps the price paid for two years of freedom to attend school was satisfactory to both parties to the transaction. The old theory was, as George Ade puts it, that when a boy reached the age when his work could be of any slight value he must buckle to and help father "for the grub you have been sponging off me for the dozen years of your life." Most boys in private schools nowadays reverse the process.

Mr. Perkins graduated from Dartmouth in 1859, and in 1879, when he had been Principal at Exeter for six years, received from Dartmouth the degree of LL.D. The two years following his graduation from college he taught at Phillips Academy, Andover. Then he taught in the Peabody High School and in the Lawrence High School. In Lawrence he was also active in social settlement work. His religious views were strictly orthodox, and qualified him in every way, under the Founder's stipulations, for the principalship of Exeter.

On his first appearance in Exeter the new Principal did not make a very favorable impression. He was large, ungainly, wore cowhide boots inside his trousers, and, as one of his admirers said of him, had a breath of the country about him. But he grew steadily in favor in every way during his days in Exeter.

From the first he felt himself a member of the community and took a deep interest in the welfare of the town. One Sunday morning when a great snowstorm had blown an elm tree across the sidewalk used by church-goers, he took an axe, cut the tree in two, and dragged the trunk from the walk. In town meeting he was listened to with respect and attention, and he was elected a Trustee of Robinson Seminary in Exeter.

One handicap under which Mr. Perkins labored was the fact that he followed courtly and dignified Dr.



Soule; another was that he had been principal of high schools and did not understand the undercurrents of private schools, which have many customs that have grown up almost unperceived, but are nevertheless of great authority. For example, minor cases of theft are usually settled as a family matter without calling the police. Like the early monasteries, private schools exercise a sort of temporal power over their little communities, and it is regarded as a breach of trust to go outside for aid in settling difficulties. The following incident, related by a member of the class of 1884, shows the difficulties that Principal Perkins had to contend with:

"Among the Seniors was Hector M. Hitchings, who had charge of his brother Harry, a boy of thirteen, in the preparatory class. Their father, Benjamin Hitchings, was a lawyer of high standing in New York City.

"In the beginning of the last term of the year 1874, Thomas Nast, the great cartoonist of the Tweed Ring, then at the height of his reputation, was scheduled for an entertainment in the Town Hall, and the boys of the Academy, about two hundred in number, occupied the entire right half of the Auditorium, while the townspeople occupied the left half. Eight o'clock, the hour scheduled for the commencement of the lecture, came and passed, and then eight-twenty, and no lecturer. At this time some of the boys began to be restless, and there was some clapping of hands and shuffling and beating on the floor with their feet, but nothing that was specially obnoxious or unusual at previous entertainments under similar circumstances, when suddenly the little five-foot Town Constable darted down the middle aisle and seized Harry Hitchings, the smallest boy among the students and the one nearest the door, by the coat collar and attempted to drag him to the door; but before he had more than gotten the badly frightened lad to his feet, Hector came bounding over the heads of the intervening boys, seized his brother by the other arm and raised a cane to beat the Constable over the head, but his arm was seized by some of the townspeople who intervened until Professor Perkins came

hurriedly up, and admitting that he was a party to the attempt, as he put it, to maintain order, insisted that the law should take its course and that the Constable should be allowed to eject Harry.

"This attitude at once turned the indignation of the boys from the Constable, who, by this time thoroughly frightened, was only too glad to let go of his intended victim, to Mr. Perkins, and bitter and burning and indignant words were said to him to his face, such as doubtless he had never heard before from any of his students and had not expected to hear then or there. At this point, however, Mr. Nast came hurriedly out upon the platform, and by a few well chosen and apologetic words for his tardiness in appearing, brought everyone back to his seat and the lecture proceeded without further interruption."

The feeling engendered by the occurrence, however, was deep seated; and from that moment until the end of the term and the departure of the boys to their various colleges, the attitude of the entire Senior Class was one of bitter antagonism to Mr. Perkins, and his influence over them was completely lost.

As a counterpoise to that incident it is only fair to mention another occasion when Principal Perkins was concerned with a disturbance created by students in the town hall; but in this case he was heart and soul behind the students, not in an illegal way, but in a way to help solve their troubles. Some of the students had caused a small riot at a show, and were lodged in jail. Mr. Perkins immediately obtained their release, and at their trial appeared as their counsel. His defense, which he had worked out alone, was based on the contention that the show, not having been licensed, and being therefore given contrary to the law, could not bring suit for any disturbance. The point was sustained and the students were freed. The Principal's conduct of the case won the commendation of the lawyers of Exeter, who declared that Mr. Perkins

should have been a member of the bar instead of a teacher.

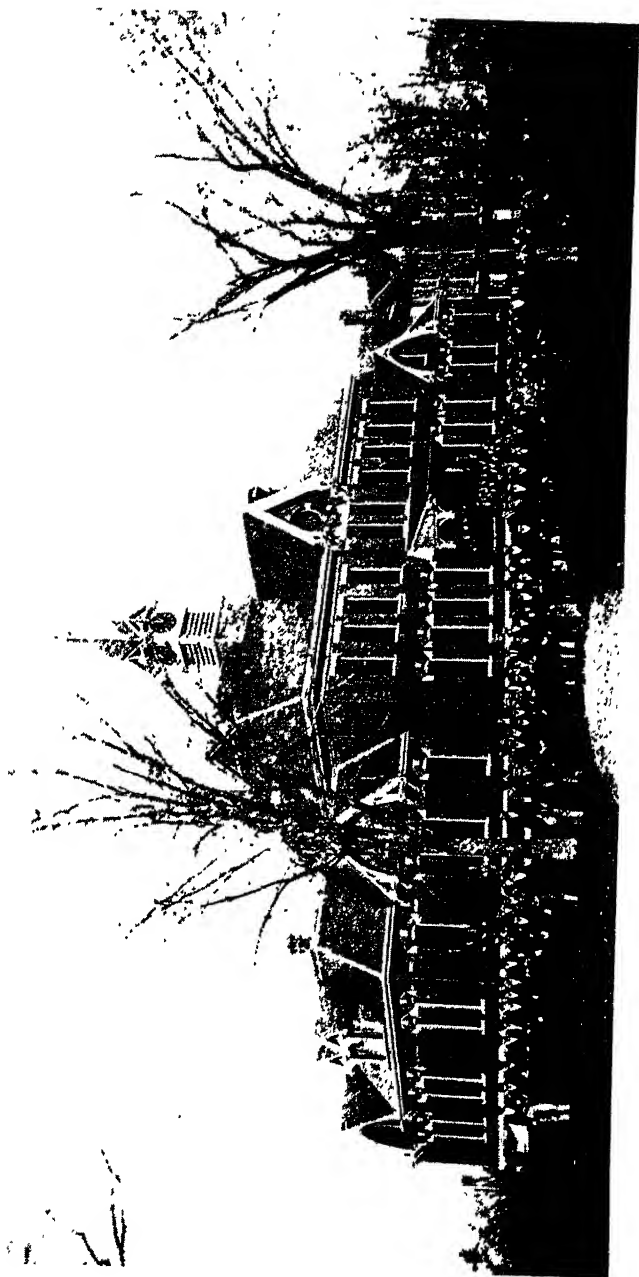
Had the Nast incident occurred after Perkins had come to understand the unwritten laws of private schools, he would undoubtedly have given the town constable his promise that the boy should make no further trouble, and thereby he would have strengthened his hold over the students, not by being regarded as upholding lawlessness, but as maintaining the principles that the body politic of the school would itself exercise its power to punish such offenders and keep them in order without appealing to the sterner and less discriminating arm of the law.

But if Principal Perkins suffered from his personal idiosyncracies and his somewhat ill-considered action in the early days of his service, his far weightier virtues were also recognized by his students, as is evident from what a member of the class of 1878 wrote of him:

"He was a rather old-fashioned teacher. He gave more time to translations than to fine analysis of constructions. He gave us so many extra lessons in Latin Composition that we protested, and asked to be allowed to read more of the Latin Classics, which was granted. He was rather unconventional in his dress, and looked awkward on a stage, with his trousers high up his legs, showing his top boots. This caused some slur on his provincialism, and the remark that he still had 'the hayseed in his hair.' He had to face the criticism of a student body whose ideals were drawn largely from Harvard. These seem to be small matters. But strangely enough, it is the little things which upset the usefulness of Ministers and School Teachers.

"Aside from all this, Principal Perkins had the elements of a great and good man, to whom a student might safely go, in the great crises of his life. God forbid that I should fail to remember the strong and wise counsels which he gave to me in what was the turning point of my life! I sought his counsel, and he gave it to me kindly and freely. It was a question of my

1891



THIRD ACADEMY BUILDING



giving up a great moral battle and returning to the West Indies, and a Diplomatic career in the British Service, or continuing to pursue the ethical ideals which I longed for. He said, 'If you return, your financial circumstances will be greatly improved. But I doubt if you will be happy in that life, after having become accustomed to the new way of life with us.' He simply echoed my convictions, and I have stayed and fought the matter out all these years."

Many another Exonian thanks Principal Perkins for setting his feet on the road to victory. Herbert D. Foster, of the class of 1881, Professor of History at Dartmouth, relates that he was having trouble with mathematics, and in fear of being dismissed asked to drop the subject. After listening patiently to the halting request, Principal Perkins asked, "Foster, are you afraid of being fired for not doing your work?" What had been true an instant before was no longer true, and Foster squared his shoulders and said, "No, sir, I'm not!" and so ended the conquest of his education.

One of Principal Perkins's first tasks upon assuming office was to revise the schedule of studies. For a good many years the college requirements had remained unchanged; but President Eliot had come to Harvard, and if Exeter was to continue to fit for that college and others that were enlarging their requirements, the curriculum must be amended. The changes were made with the aid of the other Exeter teachers. Professor Cilley prepared to teach French, Professor Wentworth astronomy, and Mr. Perkins physics and botany. The modern languages, however, were soon taken over by Mr. Oscar Faulhaber, much to the relief of Mr. Cilley.

A proof that Exeter was no longer merely a classical school, but was keeping pace with the new require-

ments, was the establishment in 1875 of the Odlin Professorship of English, by Woodbridge Odlin, of the class of 1817. At first the Trustees were inclined to refuse the gift; but when it became clear that there was no wish to establish an independent course in English to the exclusion of the classics, the gift of \$20,000 was accepted, and Principal Perkins was elected to the chair.

In 1878 Mr. Perkins agreed to the founding of the *Exonian*, and it was by his wise counsel that the early traditions of journalistic fairness and usefulness were established. He had both to curb and to encourage the youthful and fiery editors. At one time a whole edition had to be hastily suppressed owing to an attack on a member of the Faculty. But Mr. Perkins believed that the new undertaking was of value, and time has proved his wisdom. He also sanctioned the founding of the G. L. Soule Literary Society, in 1881. The rivalry has proved a stimulus and not a danger. In all of those matters Mr. Perkins was right.

The registration, meantime, was steadily increasing. In 1873-1874 it was 168; the next year it was 224; in 1880-1881 it was 234. While Mr. Perkins was Principal, 1,047 boys entered the Academy, of whom 307 received college degrees—from Harvard, 210; Yale, 152; Dartmouth, 17; Princeton, 14; Bowdoin, 9; Amherst, 8; Brown, 5; Williams, 2; Columbia, 2; Stevens Institute, 2; Johns Hopkins, 1; Boston University, 1; University of Vermont, 1; Marietta, 1; West Point, 1; Massachusetts Institute of Technology, 1.

But Principal Perkins suffered a greater disadvantage than that of an uncouth personal appearance or the lack of experience in private schools. He never

felt that he had the support of Professor Wentworth, and that lack of support more than any other thing led him finally to resign. An incident will show what is meant. Towards the close of the Senior year of the class of 1879 Principal Perkins told a student that on account of his low standing in his studies he could not remain in school. The boy appealed to Professors Wentworth and Cilley, saying that he knew that he was a poor student, but that he was no worse than he had been for a long time; and he begged not to be sent home in disgrace. Both Cilley and Wentworth declared that the boy could attend their classes if he chose. Furthermore, he appeared at graduation with the other members of the class. The question of a diploma did not enter the matter, since at the time diplomas were not given; but the fact remained that there had been a direct clash between the Principal and the two most powerful men on the faculty, and that the Principal had lost.

Again, members of the school had been forbidden to go shooting, owing to the accidental killing of Arthur Gorham at Hampton Beach. A town boy who was attending the Academy appealed to Mr. Wentworth, who told him that so long as he kept out of sight as much as possible he might go shooting.

Both incidents were eagerly seized on by the students, for boys are quick to detect lack of harmony in authority. It would indeed have been a man of rare executive power who could have entirely swung the old guard to his will. Mr. Perkins was a scholar and a teacher; but he shrank from a contest in which he felt that the odds were overwhelmingly against him. His position was exceedingly difficult, and it is to his credit that he filled it better than could reasonably have been expected. Although he felt that he was



shut out from many councils in which he should have had the leading voice, he kept his sweetness of temper and his courage. He had come at a critical time, and had much to contend with. Although the school grew in numbers and in material wealth, those who saw most clearly knew that something not quite tangible was wrong with it. Disorders among the students became so common late in the seventies that in 1881 the Trustees asked the Faculty to prepare a report on the matter.

Not the least important of the services of Principal Perkins to Exeter was planning and bringing to a successful close the centennial celebration in June, 1883. He saw the great opportunity to reawaken interest in the Academy among the alumni, and he threw himself into the task with all his power. No other celebration in the history of the school has been so important except that in 1838, when Principal Abbot resigned. The reunion of 1883 was attended by hundreds of alumni, who showed boundless enthusiasm for the old school and its masters. Mr. Perkins presided with tact and grace; at no time had he shown more polish or been more felicitous. The chief speakers were the Honorable Benjamin F. Prescott, the Honorable Benjamin F. Butler, Edward Hale, Professor Alpheus S. Packard, D.D., George Bancroft, George S. Hale, President Charles W. Eliot, of Harvard, and Principal Cecil F. P. Bancroft, of Phillips Academy, Andover. The poet Edward R. Sill, '56, wrote a poem for the occasion.

But the whole meeting expressed the conviction that it was the time of the parting of the ways. The old school with its simplicity of life and manners was gone; the returned alumni could not find the school that they had known, and they wished to be assured that the new

school would foster, even amid change, the things of the spirit that they had learned to cherish. They looked back on the Academy's years of usefulness, and forward with hope for the future. Just what was needed to carry the great work to success no one knew, but the next few years proved only too well that whatever it was, it had not been found.

Although Mr. Perkins was the life and genius of the centennial celebration, and from every side received the well-earned thanks of lovers of the school, his own heart was heavy, for he had already resigned. His ten years of service as principal had been full of unselfish service to Exeter, but feeling as he did that he had not the whole-hearted support of the Faculty, he regretfully resigned to become Principal of Adelphi Academy, in Brooklyn, New York. In his letter of resignation he gave as a reason for resigning the inducement of a larger salary. At Exeter he was receiving \$4,000 a year; at Adelphi he would receive \$5,500.

Upon receiving the resignation the Trustees expressed to Mr. Perkins "their high and grateful appreciation of his services as Principal of Phillips Exeter Academy, of the worth of his example and influence, and of those qualities of mind and heart which have secured their respect and confidence, which have made them warmly his friends, which have rendered their official and social intercourse with him uniformly pleasant, and which give them sincere regret that it is desirable for him to dissolve the connection."

The *Exonian* of May 12, 1883, said editorially:

"Whenever such a change is made, those not acquainted with the circumstances wish to know how the teacher resigning was regarded in the school which he leaves.

"We cheerfully and eagerly avail ourselves of this opportunity to say that Dr. Perkins has endeared himself to our

hearts. We admire his wisdom and his ability as a teacher, his sagacity as a man, and his sincerity as a Christian. He has been untiring in his endeavors to direct us by his counsel, and to lead us by consistent example to all that is manly and noble.

"We regret the loss which this Academy must suffer in his departure, but we rejoice in the gain of the fortunate institution to which he is going. He will be followed by the best wishes and fond recollections of the many young men whose lives will be made more useful and more happy by his pure, powerful and unending influence."

While Mr. Perkins was at the head of the Academy a number of teaching appointments were made. In 1874 Oscar Faulhaber was made Instructor in French, and two years later his duties included teaching German as well. He served until 1887. Previous to coming to Exeter he had taught at Phillips Andover, and in the West. He was a south German by birth, and had received the degree of Doctor of Philosophy at Tubingen in 1855. Another appointment was that of Frederick T. Fuller, A.B., who taught English 1875-1878. A third appointment was that of James A. Tufts, of the class of 1874, who became Instructor in English in 1878, and in 1885 Odlin Professor of English. Since 1899 he has been the senior member of the Faculty.

Six elections to the Board of Trustees were made between 1873 and 1883, and there were five withdrawals. The elections were those of William H. Gorham (1827-1895), of the class of 1837, who served 1874-1879; Joseph B. Walker (1822-1913), of the class of 1838, who served 1874-1888; Phillips Brooks, (1835-1893), who served 1875-1880; Nicholas E. Soule, of the class of 1835, who served 1879-1886; Charles H. Bell, A.M., LL.D. (1824-1893), of the class

of 1837, who served from 1879 till his death; and John C. Phillips (1835-1885), great-grandson of William Phillips, benefactor of Phillips Academy, Andover, who served 1881-1885. Of these men, William H. Gorham was the grandson of Benjamin Abbot; Joseph B. Walker belonged to a family of which nine members, in four generations, had been alumni, the first member having entered in 1784; Phillips Brooks, a great-grandson of Judge Samuel Phillips of Andover, had a great affection for the school, addressed the students many times, and was an honorary member of the Golden Branch; Charles H. Bell was Governor of New Hampshire and United States Senator; he wrote a history of the town of Exeter and a short sketch of the Academy; and John C. Phillips, a benefactor and graduate of Phillips Academy, Andover. In 1833 he made a gift of \$25,000 to the endowment fund of the Academy.

S. Clark Buzell, Treasurer 1862-1880, a native of Northwood, was born June 11, 1806. He entered the Academy at the age of thirteen; on graduation he entered business in Boston, where he remained for eleven years. Then he moved to Exeter. In 1862 he was made Treasurer of the Academy, a position which he filled with the greatest diligence, care, and prudence for eighteen years. The school securities he kept under his constant personal supervision. On his resignation shortly before his death, which occurred in 1882, the Trustees voted that "the President express to Mr. Buzell their thanks for his services, and a sense of their great value."

## CHAPTER XI

### WALTER QUINCY SCOTT: SOLDIER, PREACHER, TEACHER

THE year following Dr. Perkins's resignation was an interregnum, bridged by Professor Wentworth. Professor Cilley was on leave of absence in Europe for his health, and Mr. Wentworth gloried in the open exercise of authority that he had virtually held under Principals Soule and Perkins. The Trustees, looking for a new principal, felt that fresh blood was the tonic that was needed to start Exeter again on a career of progression, and some of them thought that fresh blood was most likely to come from the West. When, therefore, in 1884, Dr. Walter Quincy Scott, who since 1881 had been President of Ohio State University, resigned because of friction over a doctrinal controversy, Dr. Nicholas E. Soule, a Trustee who lived in Cincinnati, at once recommended him as principal of Exeter. Dr. Scott's dash, power, and freedom from convention were appealing. They won him regard and made friends for him and doubtless they were the qualities that won him the appointment as principal. He was chosen to the office on July 1, 1884, at a salary of \$3000 and the use of the principal's house on Abbot Common.

Walter Q. Scott was born at Dayton, Ohio, December 19, 1845, the son of Abram McLean Scott, and his wife, Julia Ann Boyer. He was the sixth of thirteen children, and of the sixth generation from Hugh Scott,



WALTER QUINCY SCOTT



a Scotch Presbyterian who settled in Pennsylvania about 1670. Abram's father and grandfather fought as privates in the American Revolution. In 1856 the family removed to Fairfield, Iowa, where the boy Walter, like many another frontier son, grew strong in learning from his father to shoot, to ride, to swim, and to handle the axe and the plow.

When the Civil War broke out, young Scott was eager to enlist, as his older brother William did, but he was restrained by his parents on account of his youth; but in December, 1863, at the age of seventeen, he enlisted in the Fourth Iowa Cavalry Veteran Volunteers, Company M. In order to do it he refused both a business partnership and an opportunity to enter West Point. He was in the field from Vicksburg to the end of the war. He marched with Sherman to the sea, served in the pursuit of Forrest, and fought at Memphis, Tupelo, Big Blue, Marais des Cygnes, Webber's Falls, Ebenezer Church, Selma, Columbus, and in other minor engagements. At the close of the war in 1865 he was mustered out and entered Lafayette College, where he supported himself and graduated four years later, valedictorian of his class. Before graduation he was elected to the faculty of Lafayette, for he had already won recognition as secretary to the president of the college, Mr. Cattell. Then he attended Union Theological Seminary, New York City, and was recalled to Lafayette as Professor of Mathematics. In 1874 he became pastor of Arch Street Presbyterian Church, in Philadelphia. Four years later he went to Wooster University, Ohio, as Professor of Mental and Moral Philosophy and Political Economy. Thence he was called in 1881 to the presidency of Ohio State University and in 1909 was made President Emeritus.



Dr. Scott was of powerful physique and voice, tall, large and of noble carriage. He rode with the soldierly bearing that he had acquired in the Civil War; and his appearance on his white horse in the streets of Exeter became a familiar sight. As a scholar he worked slowly, accurately, and endlessly. He had a fine memory, and retained what he had acquired in science and philosophy. Lecturing was his passion. His best known lectures were on "Time," "Julius Caesar," and "The Making of the Nation." As a preacher he was powerful and convincing. He spoke without notes, and leaning forward, let the fountain of words gush forth without restraint. John T. Perry, one of his critics, remarked that if you heard the last fifteen minutes of his sermon, you always heard something good; but that the first three-quarters of an hour was likely to be tiresome. Liberality and breadth of view were strong in Dr. Scott; he preached in the Unitarian Church, and defended freedom of thought.

On coming to Exeter Dr. Scott found many difficulties confronting him. The government of the school had been loosely administered by Professor Wentworth, as a sort of benevolent despotism. Better to rule like the Turks, loosely, than not to rule at all, seemed to be the motto. Dr. Scott tried to straighten matters out, but he lacked knowledge of the machinery and ways of eastern schools. When conflicts with the students arose, he asked police protection, a certain way to breed tumult. Also, he clashed with Professor Wentworth in matters of discipline, and would not yield. Principal Perkins had passed over many subversions of authority, but Scott was unwilling to do it. Accordingly, he had the following vote passed by the Trustees, the significance of which appears when it

is remembered that Professor Wentworth had been in charge of most of the buildings named:

"Voted, June 22, 1886, that the government and control of Abbot and Gorham Halls, and of the several boarding houses, so far as the discipline therein, and the assignment and change of rooms are concerned, are the special province of the Principal; and that other members of the Faculty report to him for his determination any applications made to them respecting the same: and that a copy of this resolution be communicated to the Faculty."

There were several provisions in the vote that were galling to Wentworth and Cilley. Wentworth resigned from control of the halls, but was at length prevailed upon to withdraw his resignation. Previously, most of the cases of discipline had been settled by Wentworth without reference to the faculty or the principal. But both Wentworth and Cilley now let the principal have his own way. When clashes came, they were secretly pleased; they could have stemmed the tide, but they argued that the principal had asked for supreme power, and therefore he should use it. The boys in the Academy soon felt the lack of harmony, and took advantage of the chance for mischief and riot.

One source of friction was the fact that Principal Scott had little reverence for old established Exeter customs and traditions. Having come from the West, where innovations are common and are welcomed, he could not understand that the venerable traditions dear to all Exonians are inviolable. He abolished the old penalty of sweeping-out as a punishment. For a hundred years the monitors had reported tardiness, absences, and other minor infractions, and the principal had required the delinquents who had the most black marks to sweep the hall. When one boy boldly objected to sweeping, Scott said, "I don't blame you;

I wouldn't sweep myself," and forthwith abolished the custom. It was a sad blow to the "old guard," who believed in the ancient traditions and landmarks.

Many another venerable Exeter custom also fell before the iconoclasm of Principal Scott. For many years the students had held a huge bonfire on the town square at the close of school in June. The townspeople looked on while the boys danced about and cheered their own number and the Faculty, and in other harmless ways gave vent to their superfluous enthusiasm. Dr. Scott objected to the celebration, and after a conference with the selectmen of Exeter announced that there should be no more bonfires. Hence the chief of police warned the boys that if they came into the square to build a bonfire, they would be promptly arrested. The boys thereupon prepared wooden billies, which they fastened to their wrists with leather thongs. In turn, the officers swore in twenty special policemen. In the clash that followed many heads were broken, and a general alarm of fire was rung in, but the firemen refused to attack the students. Many of the students were arrested, and appeared the next day in court, charged with brawling and tumult. They paid nominal fines; but the townspeople hooted the officers and the Faculty, thus showing their sympathy for the boys in their ancient and harmless frolic. The next year Judge Henry A. Shute forestalled trouble by persuading both the town officers and Principal Scott to allow the celebration. One graduate of the turbulent period relates that at a fight in the Academy yard in which every newly planted tree was uprooted, the boys finally expelled the police and the firemen.

Student life at Exeter during Dr. Scott's term of office was thus often vicious and harmful. Feeling the lack of harmony between the Principal and the rest of the

Faculty, the boys amused themselves as they chose. Their constant refuge in trouble, now as in the past, was Professor Wentworth, whose only stipulation was that they tell him the unvarnished truth.

A graduate of 1888 says that once, while awaiting a penalty for some misdemeanor, he overheard the mother of a boy complaining to Mr. Wentworth that her son had gone to pieces in the school. Wentworth replied that in grinding marble some blocks thrown into the machine are ground to bits, but that meanwhile they grind their brother blocks to a higher polish. He believed firmly in the old traditions of unrestraint.

But Dr. Scott founded many new customs as well as destroyed some of the old ones. For one thing, he awarded diplomas to the graduating classes, beginning with that of 1888. In the early days certificates of work done had been granted, but for a good many years none had been given. Also in 1888 he devised the system of designating as honor men those students who attain high rank in studies. Such honors are now eagerly sought, and the holders form a sort of intellectual aristocracy to which every Exeter boy aspires.

Dr. Scott was fond of the sciences rather than of the classics. He devised a stereopticon and had it made under his own direction at a machine-shop in Exeter. With it he gave many illustrated lectures. He also brought about the building of the physical laboratory in 1888, and he planned for the chemical laboratory which followed in 1891. His fondness for modern languages and the sciences led him to make changes in the curriculum. Of course certain changes were necessary to keep pace with the requirements of Harvard and other colleges; but those that Dr. Scott made brought him unpopularity with his colleagues on the Faculty, who felt that the changes were steps

towards science rather than modifications made merely to meet new requirements. As a matter of fact, Dr. Scott held the confidence of no entire body of the people most concerned: he was hail fellow well met with the students, yet they distrusted him because of his reliance upon the police; the Faculty distrusted him because of his tactless reforms; and the townspeople also distrusted him. He had the unqualified support of no one. Yet with breezy lack of convention he entertained lavishly, and had as his intimate companions many of the young men and women of the town. He suffered greatly from his contempt of convention.

It remains, nevertheless, that in a material way, at least, Dr. Scott's services were of great value to Exeter. Besides the buildings already mentioned, he was instrumental in obtaining a new dormitory, Gorham Hall, helped to build the first gymnasium, fostered club life, and established lectures as a relief from the drudgery of the class room.

The number of students also increased steadily under Dr. Scott, for as yet the notoriety of student pranks had not caused the general public to lose confidence in Exeter. The registration for his five years, 1884-1889, was as follows: 1884-1885, 255; 1885-1886, 240; 1886-1887, 281; 1887-1888, 320; 1888-1889, 325. A large part of that steady growth was due to the confidence and affection that old Exeter boys felt for Professors Wentworth and Cilley. Graduates sent their sons and their friends sent theirs to be trained under the men whom they had feared and still honored and loved.

But except for numbers, the years under Scott were years of retrogression. Under Principal Perkins in ten years, 1,047 boys entered, of whom 307 received col-

lege degrees. Under Principal Scott 777 entered in five years, but of those who graduated only 138 received college degrees, divided as follows: Harvard, 79; Yale, 28; Princeton 10; Massachusetts Institute of Technology, 4; Amherst, Bowdoin, Brown, 3 each; Dartmouth and Michigan, 2 each; Trinity, Wesleyan, West Point, and Williams, 1 each. The confidence of the community and of the general public in the character, the work, and the influence of the school was shaken. The impetus from the glorious old days of Abbot and Soule still brought some students; but it was clear that something must be done to regain the shattered prestige.

Dr. Scott himself had felt for some time that he could not control the situation at Exeter; accordingly, on April 20, 1889, he handed in his resignation, to take effect the first of the following September, which would close his fifth year as principal. His reason for resigning he gave as follows:

"Out of regard for the welfare of my family I have recently accepted a partnership in business, from which my income will largely exceed my present salary."

At the annual meeting on June 17, 1889, the Trustees passed this vote in regard to Dr. Scott's resignation:

"Resolved, that the Trustees in parting with Dr. Scott desire to express their cordial appreciation of his faithful services to the Academy and of his steady interest in its success and improvement. They also feel that it is proper to remember the constant and considerate interest which Mrs. Scott has manifested in the happiness and welfare of its pupils, and now add their cordial good wishes for the future happiness and prosperity of both."

On leaving Exeter Dr. Scott preached from 1890 till 1893 at the First Presbyterian Church, Albany,

New York. Then for several years, except for a short pastorate at Elmhurst, Pennsylvania, he lived a secluded life. From 1902 to 1912 he held the chair of Church History and Ethnic Religions in the Bible Teachers' Training School, New York City. He then retired and joined his son in Ellensburg, Washington, where he died on May 9, 1917.

During Principal Scott's years four new appointments to the Board of Trustees were made.

Charles F. Dunbar, '44, Trustee 1885-1898, was born in Abington, Mass., July 28, 1830, and died at his home in Cambridge, Mass., January 30, 1900. He graduated at Harvard in 1851, and after a few years of business and literary work became Professor of Political Economy at Harvard. He served as dean of the college, and dean of the faculty of arts and sciences. The college gave him the degree of LL.D. in 1891. For much of his life he struggled against poor health, yet he wrote much on economic subjects.

John T. Perry, '43, Trustee 1885-1899, was born in Exeter, April 5, 1832, and died in Exeter, November 29, 1901. He graduated from Harvard in 1852, a member of Phi Beta Kappa, and winner of a Boylston prize. Although admitted to the New Hampshire bar, he never practised, but took up journalism in Concord, and for twenty-five years was editor of the Cincinnati, Ohio, *Gazette*. In 1883 he sold his interests there and moved to Exeter. Here he continued his literary work. His very retentive memory, his omnivorous reading, and his foreign travels, which included the Orient, made him a storehouse of facts. As a member of useful committees and in many other ways he was of great service to his town.

Francis O. French, '52, Trustee 1886-1893, was born in Chester, N. H., September 12, 1837, and died at his

cottage in Tuxedo, N. Y., February 26, 1893. He was a descendant in the tenth generation of Edwin French, founder of Ipswich, Mass. He graduated at Harvard in 1857, and was poet of his class. He studied law with Amos Tuck, and in 1863 became deputy collector of the port of Boston. He revised the financial management of the Academy, and rendered other valuable services. As a member of the board of managers of the First National Bank of New York he oversaw the funding operations of the United States Government loans.

George S. Morison, '59, Trustee 1888-1903, was born in New Bedford, Mass., December 19, 1842; his immediate ancestors were of Scotch-Irish stock of Peterborough, N. H. He died July 2, 1903, at his home in New York City. His father was a graduate of the Academy, and was a clergyman and author of note. Mr. Morison graduated at Harvard in 1863, attended the Harvard Law School, and was admitted to the New York bar in 1866. But he had become interested in engineering, and never practised law. He became engineer for the Erie Railroad. His most notable contribution to his science was the building of five bridges across the Mississippi river, and nine over the Missouri, the latter task being of colossal proportions owing to the insecurity of the foundations. He also built the bridge over the Ohio at Cairo. He served on many government engineering commissions, and returned a minority report in favor of the canal at Panama rather than that at Nicaragua. He designed Soule Hall, and he and Mr. Wentworth between them gave the funds for the erection of Hoyt Hall.



## CHAPTER XII

### CHARLES EVERETT FISH: IDEALIST AND DREAMER

**D**URING the interregnum between the resignation of Mr. Scott and the election of the next principal, Professor Wentworth again served as Chairman of the Faculty, and was strongly aided by his colleague, Professor Cilley. In that year, 1889-1890, 191 new students entered, and 334 were registered in all.

The year passed without any great disturbances, for Mr. Wentworth could hold the school under control when others could not. The discipline remained rather loose, however, and it was obvious that some radical move must be made before the school would again come under the complete control of the Faculty.

The man for the difficult task was suggested by Sherman Hoar, '78. Although not at the time a Trustee, Mr. Hoar was afterward chosen a member of the board to succeed Francis O. French, whose death occurred in 1893.

Charles Everett Fish, who was chosen as principal on June 16, 1890, made a heroic but an unsuccessful fight against the evils that he found at Exeter. He very nearly succeeded in overcoming them; had he been of a somewhat different temperament he might have won a complete victory. He had a clearness of vision that enabled him to lay some of the foundations that have since brought Exeter back; but he had also some inherent weaknesses which ruined the good work



CHARLES EVERETT FISH



that he was trying to do. One reason for his failure was that it was a time of discord among all of the elements that ruled the Academy. Some have defended Mr. Fish, and some hold him responsible for the demoralization that came upon the school. The truth probably lies somewhere between the two points of view.

Mr. Fish was born in Cotuit, Massachusetts, May 26, 1854, the son of John C. and Lavarah A. (Handy) Fish. At the local grammar school he showed such promise that wealthy summer residents encouraged him to prepare for college. Accordingly, he entered Phillips Academy, Andover, where he easily held first rank in his class, and was chosen as valedictorian. During his Middle year he accomplished the unique feat of winning both the Draper and the Means prizes; the first for a selected declamation, the second for an original declamation. Although open to the whole school, those prizes had never before been won by a lower classman. In 1874 Mr. Fish entered Harvard, but left at the end of his freshman year to earn money to send a sister to college.

For four years he was principal of the Edward Little High School, in Auburn, Maine, where, on December 4, 1878, he married one of his pupils, Mellie Rowe. In the fall of 1879 he returned to Harvard, and by extraordinary exertion graduated with the class of 1880, having spent just two years in college.

He taught at Chicopee, and at Springfield, Massachusetts, and then opened a private school at Chicopee, but afterwards moved it to Worcester, where he had been for three years, when, at the age of thirty-five, he was called to Exeter. He was told that he was expected to clean the Augean stables, and he set about the task with a will.

One of the first needs that Principal Fish perceived was that of extending the dormitory system. Gorham Hall had been a start on an extended plan, but it had proved to be a source of trouble. Mr. Fish believed that better control was possible in dormitories, and carried his point. Also, he had the basement of Abbot Hall enlarged to accommodate 150 boarders. Until then the Abbot club had been conducted, under the oversight of Professor Wentworth, by students, who hired a steward to assist Mrs. Ruth C. Shepard and her daughter in providing board, which cost from \$2.85 to \$3.00 a week. In running the enlarged dining club, Principal Fish made no provision for the prompt payment of bills and had no system of checking receipts and expenses. As a result the accounts became badly tangled. That annoyed Professor Wentworth, who in managing Abbot Hall had tolerated no laxness; Mr. Fish thereupon complained of lack of support, and accordingly Mr. Wentworth went abroad for a year, and while abroad resigned his professorship.

The loss of Professor Wentworth led to much speculation among the alumni. The following that he had was unique in American schools. Not even the famous Dr. Keate of Eton had a more devoted clientele. Alumni had sent their sons to Exeter because of the strong personality of Wentworth; and they felt that with his passing the old Exeter was gone forever.

Since the earliest days of the Academy, rules have not had much vogue at Exeter, but Mr. Fish very early began to make many both for the students and for those townspeople who kept student roomers or boarders. One rule, in particular, that caused trouble was the decree that all rooming places must first be approved in writing by the principal, who, however, in case he did not approve a student's selection, did not

consider it necessary to give his reasons for refusing. The principal's arbitrary refusal to take the householders into his confidence was the cause of much bitterness.

A certain lack of decision, or of willingness to stand by a decision that he had once made, was a further misfortune. On one occasion he gave the musical clubs permission to appear in Amesbury, and then, without giving any reason, suddenly required the manager to cancel the engagement. When the manager remonstrated with him, he changed his mind again and allowed the clubs to appear, not in Amesbury as at first planned, but this time in Portsmouth.

On another occasion he absent-mindedly gave a boy permission to leave Abbot Hall to room in town; but meeting the boy on the street trundling his books in a wheelbarrow, he denied having given the permission, and sent the boy back to Abbot. At the end of one term he dismissed thirty boys, but on their promise of good behavior took most of them back — all, it was said, of those who begged hard enough.

Early in his career as principal Mr. Fish fell into serious difficulties with men in town whose friendship he needed. He had employed a detective to discover the evildoers in school — this at the suggestion of one of the Trustees, he said; and besides that, he appealed to the police for personal protection. The second fact he presently denied in chapel; but the following morning a lawyer of Exeter and one of the selectmen appeared in chapel and told the boys that Mr. Fish had asked police protection. There the matter rested; the boys were at liberty to take the word of one party or the other. The result was, of course, that the man who most needed the confidence of the undergraduates — the boys who were soon to become alumni, and as such the future hopes of the school — lost it.

Another thing that caused trouble and that placed the Academy in the worst aspect before the public, was the delight that Boston and New Hampshire papers seemed to take in airing and exaggerating every disturbance. A correspondent of the Manchester *Union* was particularly unscrupulous and offensive. The *Exonian* replied in kind.

By the spring of 1891 discord was at its height. In dealing with such matters Principal Fish seldom acted with that tact that is usually the greatest wisdom. He feared personal injury, and wore brass knuckles. At a memorable forbidden bonfire he was hissed, and quickly retorted, "Nothing but geese and snakes do that"—an undignified sally that called forth only groans.

Mr. Fish failed, too, to see that Exeter, unlike public schools, requires care the year round. At the end of his first year he remarked with relief that he was glad to get away for the summer to Cotuit.

"What will become of the school while you are away?" asked one of the Faculty.

"What school?" innocently asked the principal.

He had failed to grasp the requirements of his position.

But beside the things in which Mr. Fish failed must be set a long and creditable list of those in which he succeeded. In his fight to improve the morals of Exeter, he closed places that sold liquor and places that were otherwise notorious for disorder; and he even removed one or two members of the Faculty who could not maintain a proper degree of discipline. But those acts, well intentioned and indeed salutary as they were, nevertheless made enemies in the town on one hand and in the Academy on the other.

It was only after a long fight that Mr. Fish carried

that most important point for the good of the Academy — persuading the Trustees to build a new dormitory. The plans for a building to house fifty-two boys were drawn by George S. Morison, of the class of 1859, Trustee 1888–1903. A peculiarity of the hall, named in honor of Principal Gideon L. Soule, is that the rooms open on small landings, each room being on a different level from every other in that well. From the peculiar design it was thought to be “rough-house” proof. Soule Hall was opened in 1893, and the rapidity with which it was filled with students proved Mr. Fish was correct in his belief that boys preferred dormitories to private houses.

Another reform that Mr. Fish brought about was the heating of Abbot Hall from the central boiler house. It did away with the air-tight stoves and the wood bins in the basement, removed the constant menace of fire, and also gave the students more time for their books.

Another of Mr. Fish’s reforms was abolishing the secret fraternities. They had become troublesome through their objectionable public initiations, their exclusiveness, which caused heart burnings and jealousy, and through their open planning of mischief. But the principal’s courageous step of course filled the hearts both of graduate and undergraduate members of the societies with wrath. Nevertheless, Mr. Fish was not to be driven from his task, though he suffered deeply from those whose hostility he thus incurred.

Principal Fish always revered the history and traditions of the Academy. He placed a fine bronze tablet in the entrance to the main building, on which is the quotation from the constitution: “It shall ever be equally open to youth of requisite qualifications from every quarter.” In other ways, too, he showed good



taste in beautifying the grounds and the buildings. To those boys who held scholarships — boys who were working their way — he was invariably kind and considerate, remembering, no doubt, his own struggles at Andover and Harvard; but to triflers he was adamant.

When it became evident both to the Trustees and to Mr. Fish that with all of his reforms he was not likely to succeed, he resigned, under date of March 30, 1895. The Trustees took the occasion to place on their record this minute of sincere tribute to the retiring Principal:

"The Trustees find the resignation of the late Principal a proper occasion for making a permanent record of the fact that Mr. Fish assumed the charge of the Academy at a time when, in their judgment, by reason of changes of time and surroundings, the administration and discipline of the school stood in need of serious measures of reform. The task devolving upon him was therefore both difficult and ungrateful. To its accomplishment he devoted himself with energy and fidelity, with full appreciation of the gravity of the situation and with a high and clearly defined ideal of the position ultimately attainable.

"The Trustees recognize that an important stage in this long and difficult work has been accomplished under his care, and that to his devotion and resolution the Academy owes a debt which will be recognized hereafter more and more clearly.

"They also record their strong sense of his constant efforts to sustain and invigorate the general tone of the school, and of the contribution made by him as a teacher to the improvement in its scholarship exhibited by its own records and those of the colleges for which it has prepared students under his administration."

To show that their graceful tribute was not mere lip service, the Trustees voluntarily continued Mr. Fish's salary for a year after his resignation.

After leaving Exeter, Mr. Fish conducted a private school in Waban, near Boston, for four years. Then he went to Poughkeepsie, New York, to prepare girls for

Vassar; from there he went to the School of the Lackawanna, Scranton, Pennsylvania; but he found his most congenial work as superintendent of schools in Manchester, Amesbury, and Merrimack, Massachusetts, where he was loved by parents and scholars. At the age of sixty, when at the ripest period of his life, he was retired on a pension under the age limit rule; but he was unwilling to quit work, and accepted a position in the State University Extension movement. While speaking in Washington Hall, Amesbury, about the new movement, on the evening of October 23, 1916, he suddenly threw one hand to his head, and at once expired of cerebral hemorrhage.

In reviewing the work of Principal Fish at Exeter one must keep in mind the hugeness of the task, the forces that worked against him, and the fact that an artistic temperament was forced to contend with details that were inherently distasteful. The clearness of vision of the man was remarkable. Many of his theories were sound, and have helped make Exeter a better school.

During his five years of service 743 new students entered the Academy, but the number in actual attendance shrank rapidly because of numerous expulsions and voluntary withdrawals. The numbers present during the years of his principalship were as follows: 1890-1891, 355; 1891-1892, 299; 1892-1893, 251; 1893-1894, 249; 1894-1895, 222. The Academy had thus lost all of the growth that it had attained during the principalships of Perkins and Scott, and in numbers actually in attendance was where it had been in the days of Gideon L. Soule, when the attendance was purposely kept small.

Under Scott, 13 colleges took all of the Exeter graduates; but under Fish the graduates went far and

wide, being divided as follows among 41 colleges:—Harvard, 118; Yale, 60; Massachusetts Institute of Technology, 14; Dartmouth, 9; Pennsylvania, 8; Boston University, 7; Princeton, 5; Columbia, 4; New York University, 4; Williams, 4; Cornell, 3; Amherst, Bowdoin, Hamilton, Michigan, Missouri State, Wesleyan, and West Point, 2 each; Albany Law School, Baltimore Medical School, Buffalo Medical, California, Chicago, Columbia Law School, City of New York Medical, Dickinson, Drew Theological Seminary, Georgetown, Georgia, Iowa, Lehigh, Manhattan, Memphis Hospital Medical, Minnesota, Rochester, Rush Medical, Stanford, Syracuse, Tufts, West Pennsylvania Medical, Union, 1 each.

Three appointments to the Board of Trustees came while Mr. Fish was principal. These were of great importance to Exeter.

Sherman Hoar, '78, Trustee 1893–1898, was born July 30, 1860, in Concord, Mass., and died in the same house in which he was born, October 7, 1898, of typhoid fever contracted in southern camps where as a member of the Massachusetts Aid Association he was serving among the ill and suffering United States soldiers of the Cuban campaign. His great-grandfather was Roger Sherman, one of the drafters of the Declaration of Independence. Mr. Hoar graduated at Harvard as class orator, and as winner of the Boylston prize for oratory in 1882. He studied law, and became a fearless and fervent political reformer, showing great civic virtue and courage. In 1893 he was elected to Congress. For four years he was United States District Attorney for Massachusetts. Owing to press of work he resigned as Trustee in the spring of 1898. He lectured frequently to the students, the last time in the winter of 1897, when he spoke on "American courage."

He gave the Academy a fine collection of books on American history for the reference library, and in his will he left \$1,000 to endow prizes for original compositions drawn from subjects on American history. His death was directly due to his service of the country; but belonging as he did in Concord, where patriotism is always at flood tide, he could not keep out of service, even though he was not a soldier.

With the death of S. Sidney Smith, class of 1866, at Atlantic City, N. J., on January 25, 1922, the Academy lost a man who as Trustee had served for twenty-six years with astonishing zeal and devotion. His own personal business and pleasure always took a poor second place when the interests of the Academy were at stake. He was born in New York City, April 15, 1849, and graduated at Harvard in 1870. Then he studied law. He was twice married; the first time to Katherine V. Toffey, who died in 1884, leaving one daughter, Julia P. Smith; and to Edith Cornell. To them was born a son, Philip S., who died at the age of seventeen, after having shown rare promise as a sculptor. Mr. Smith served as Trustee from 1893 to 1919, after 1903 as President of the Board. He came when the school was small, out of favor, and when seemingly incurable ills beset it; he left it a school of large numbers, of high standing, and great promise. Under his direction the Academy made the vast growth that has come. The Plimpton Fields, and many new buildings came during his years, including Dunbar, Webster, Hoyt, Alumni, Peabody, and other halls, besides the great new recitation hall, which was built in 1915 to take the place of the one burned in the summer of 1914. In all these new projects Mr. Smith worked with endless care. He went over minutely each sketch and plan; and meanwhile he was tireless in appeals to the alumni

for help to carry out the enlargement of the school. In addition Mr. Smith was Trustee of All Souls Church; of the Hospital for Ruptured and Crippled Children; and he was one of the founders of the Gilbert A. Robinson Home, New York City. His unselfish work for the Academy must ever be a model for those who would serve.

William P. Chadwick, class of 1882, Trustee 1893-1904, was born in Exeter, December 28, 1864, and was accidentally drowned at Barnstable, Mass., September 24, 1904. He studied privately, and entered Harvard Law School, from which he graduated in 1890. He refused an offer of partnership with Elbridge T. Burley, of Lawrence, Mass., in order to return to Exeter to care for an invalid sister, to whom he was most devoted until her death. From his election to the Board of Trustees in 1893 until his untimely death he devoted all of his strength and energy to serving the old school. On him Mr. Amen relied implicitly; and in him the students found a rare and true friend. In order to serve the Academy he literally gave up the practice of his profession. Extreme modesty and personal dignity of the old type were most prominent characteristics. One act for the Academy was the establishment of the prize for general excellence in studies, which is one of the most highly sought among Exeter honors.

John E. Gardner, class of 1848, Treasurer 1889-1895, was born in the ancestral house in Exeter, January 13, 1835, and died in the same house August 21, 1899. After graduating at Harvard in 1856, he went to Chicago to enter business, but he soon returned to Exeter and became a partner in the long-established hardware business of his father. From 1895-1896 he served as first cashier of the Academy.

## CHAPTER XIII

### HARLAN PAGE AMEN: IDEALIST, ORGANIZER, BUILDER

We shall do everything in our power to keep Exeter *Exeter*, and not to have it made over into something different from what the founder and the benefactors intended it to be. It should always be kept a democratic school, and a school for earnest, competent boys.

— Dr. Amen, June 20, 1903

THOSE who are interested in the history of Phillips Exeter turn with relief from the trying days of the eighties and early nineties to the days of the seventh principal, Harlan P. Amen. Mr. Amen found the school low in numbers and morale, the Faculty discouraged, and the general public looking askance at the academy that had once held a place in secondary education. The wrangling and dissension, the changing policy, the succession of principals, had brought a condition that cried for change, and Mr. Amen wrought the change.

Harlan Page Amen was born at Sinking Spring, Ohio, April 14, 1853, the son of Daniel and Sarah J. (Barber) Amen. After attending the public school of his native town, he spent two years at the Portsmouth, Ohio, high school. Then he went to work as a clerk in a book store in Portsmouth, where he showed the qualities that later brought him success. He studied as opportunity offered, but he soon saw that unless he made a change, his chance for an education was small. Hence he struck out for himself.

From his former employer, Captain Riley, he brought letters to Dr. Shurtleff, ex-mayor of Boston and secretary of the faculty of the Harvard Medical School, on whose advice he entered Exeter. He had but thirty-five dollars in his pocket, but he set vigorously to work. He sawed wood, tended furnaces, mowed lawns and milked cows — the homely duties of many students who have helped to make Phillips Exeter famous. Yet in spite of his outside work, he took high rank in his studies and in his Senior year won the Gordon scholarship, his chief competitor being his own roommate, William DeW. Hyde, afterward President of Bowdoin College.

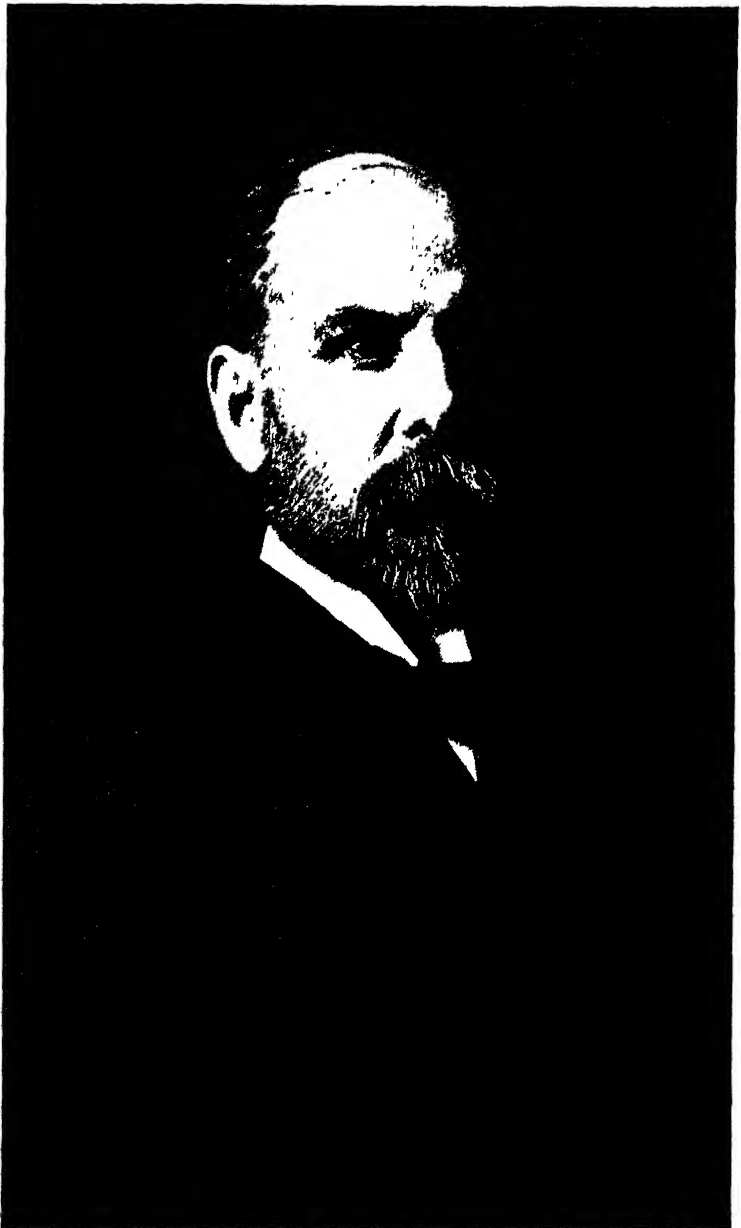
Of Mr. Amen's school days Judge Shute writes:

"He was, I think, the most popular man, and the most respected, in his class. He was good natured, extremely modest, absolutely honest and dependable, and exceedingly helpful to stupid or lazy classmates. He was a fine player at football, for, although a boy of medium size, he was as quick as a panther, and as strong."

From the Academy Mr. Amen went to Harvard in the fall of 1875, and graduated in 1879. His work there was earnest and steady rather than brilliant, though he ranked high. His friend Hyde said of his college course:

"At the end of the freshman year, when choosing our sophomore electives, I said to him, 'Now I suppose you will take sciences, which come easier to you.' 'No,' he replied, 'I know I shall have a harder time and get lower rank, but I am going to keep at Latin and Greek until I master them.' This diligence and fine precision, acquired in seven years devoted mainly to classics, prepared him to master the complicated details of educational administration."

One story of Mr. Amen's college days told by Judge Shute is illuminating:



HARLAN PAGE AMEN





"I never saw him angry but once, and I and several other fellows who happened to be in my room have reason to remember it. There was a very famous trial going on in the courts, and the papers were full of the details of the case, which we read with the greatest avidity, and with the inconsiderate rashness of youth settled the matter beyond peradventure that the defendant, one of the greatest and best men the country has ever known, was guilty, and this before hearing his side of the case.

"One evening a half dozen fellows were in my room discussing the matter when Amen came in to return a book to Brown, my chum. He listened to our strictures with increasing indignation, and finally exploded: 'Fellows, it is a shame to talk as you are talking and condemn a man as you are doing. If it has come to the point that man who has given his entire life to the highest and best work a man can do, who has been tried out in a hundred ways and found true, is condemned by decent American citizens as you fellows are, and condemned unheard, then there is something wrong with the American conscience.'

"There was an awkward pause for a moment and then he said, very quietly and soberly, 'I am sorry that I lost my temper, but think it over, fellows, and see if I am not right,' and he said good-night and was off. But we who remained felt that the lash had been laid across our shoulders, and that we richly deserved it."

From Harvard Mr. Amen went to Riverview Academy, Poughkeepsie, New York, as instructor in Latin, mathematics and English. In 1882 he became joint principal of Riverview, and by bringing up the school in standing and in numbers showed the administrative ability that inspired his friends to urge his election as principal of Exeter.

Mr. Amen was appointed on June 17, 1895, at a salary of \$5,000 a year. Since his income as part owner of Riverview was \$10,000 a year, his acceptance of the new position was a great material sacrifice, and he took it only on certain written conditions. He had been to

Exeter to look the situation over thoroughly, and had made up his mind what steps were necessary. Since he was unwilling to undertake the task if there was any danger of interference with his plans, he made his stipulations plain. One was that the tuition be raised to \$100 a year; another was that in 1897 the salaries of teachers be raised, if the increase was warranted by the finances of the school; another that a new dormitory be built and ready for use by the fall of 1896; and still another that new instructors be appointed by the principal, who should also have the power to remove instructors then in service. One other stipulation,—that he be not required to speak at alumni gatherings or at any public meeting—neither Mr. Amen nor the Trustees wished to hold by when the time came. An aversion that amounted almost to panic seized Mr. Amen whenever he was called on to speak; but he could delegate to no one else the precious task of telling the alumni of the progress of the school; so he himself broke the agreement.

The new principal saw that the school must be rebuilt in three ways: first, by removing undesirable boys; second, by building up a strong and able faculty, with the men already on the existing Faculty as a nucleus; and third, by winning the confidence of the public.

Mr. Amen laid the greatest emphasis on a strong faculty, and spared neither time nor money to engage the best men available. Men who he felt did not lead and inspire, he let go; but men who succeeded he clung to. When he came to Exeter, there were twelve instructors receiving an average of \$1,850 a year; when he died, there were thirty-three instructors receiving an average of \$2,175. The salary budget was

raised during his administration from \$22,000 a year to \$71,885.

The Faculty at Exeter has always had the greatest liberty of expression; a Faculty meeting is never dominated by the principal, but every man feels that he has the fullest freedom. The initiative on the part of the individual members Mr. Amen was careful to respect. He expressed his own views, but he was often voted down on some pet measure for which he had long worked. Although he doubtless felt chagrin in such cases, he never held an adverse vote against those who made it.

Of the men who were on the Faculty when Mr. Amen became Principal there are three still in the Academy: Professors Tufts and Francis, and Mr. Ford, Assistant to the Principal. Professor Cilley, who was appointed in 1858, and had taught Mr. Amen Greek, died in 1899. William A. Stone, Instructor in physics, resigned in 1899 to study medicine. George R. White, Instructor in chemistry, resigned in 1898 to found a school in Massachusetts; Walter R. Marsh, Instructor in mathematics, resigned in 1896, and later became Principal of St. Paul's, Garden City, Long Island; Frederick Winsor, Instructor in English and history, resigned in 1897 and founded Middlesex School, Concord, Massachusetts; and Samuel G. Oliphant resigned in 1899 to do graduate work in Johns Hopkins. He is at present Professor of Greek in Grove City College, Pennsylvania.

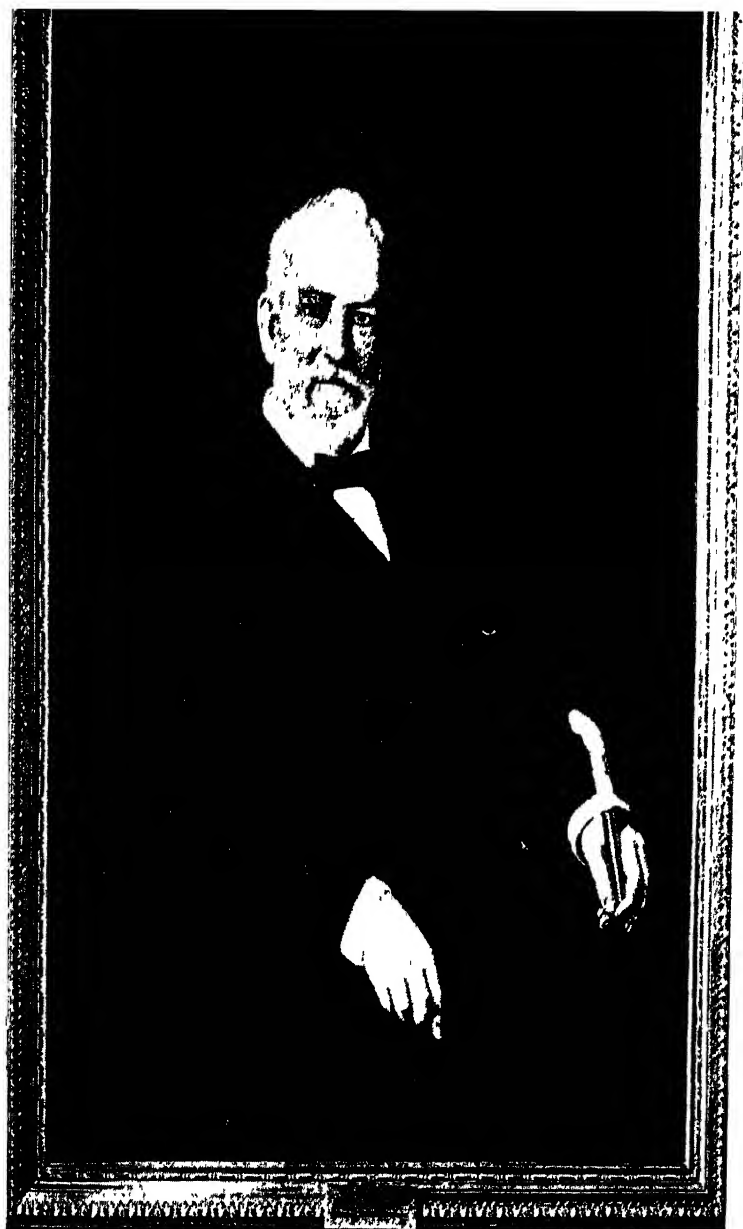
Many additional instructors were appointed by Mr. Amen. He often traveled long distances to talk with a candidate and his family; and watched to see that the younger men grew with their years of service. He gave every teacher a chance to develop his individuality; but if a teacher did not measure up to Exeter

standards, he dropped him. He frequently said to his instructors, "I hold you responsible for results." But by results he meant far more than merely meeting college entrance examinations. To an alumnus he wrote:

"Neither imposing buildings nor extensive grounds alone make a school great or efficient. The essential feature is a band of able instructors joyfully consecrated to their work; strong, thoroughly trained men who are natural leaders of boys; men of large minds and hearts, whose sympathies go out to boys, and whose cultured minds, good sense, and manly ways win or compel youth to their best effort. It is the continuous disinterested, devoted service of such men that makes an institution's history rich in influence and traditions, effective in work, inspiring in leadership. By such men alone has the Academy done its work in the past: by such only can its best work be done in the present and in the years to come."

In appealing for a teachers' endowment fund to increase salaries, Mr. Amen said: "The instructors in the Academy must be men not only of the highest culture and refinement, but men who, by actual contact with the world, have a broad and rich outlook upon life. For such men books, music, travel, participation in the social life of the community, the various amenities of civilization, are not luxuries but prime necessities."

Dr. Amen was always keenly alive to the dignity and worth of the position of a teacher in a secondary school. He continually remarked to the men who had charge of the younger boys in Dunbar Hall that theirs was a chance to work themselves into the lives of these boys. As a matter of fact, he would have liked nothing better than to teach in a subordinate position, for he was primarily a teacher. He had no patience with the college man of Ph.D. rank who scorns secondary school



ABNER LITTLE MERRILL



teaching. To a candidate for the position of instructor in French, he wrote:

"I am forced to believe from your letters that you look upon work in a secondary school as beneath your ability and acquirements. I should be unwilling to recommend for appointment to a position in the Academy any one who had this feeling about secondary school work. Secondary school work of the highest kind implies as high scholarship and as great ability as work which is being done in the great majority of the colleges of our country. We have never had to urge a college Instructor to come to Exeter. The attitude of many college Instructors toward secondary school work is unreasonable and unpardonable. It shows great lack of appreciation of the dignity and worth of secondary school opportunities.

"Both in England and Germany secondary school work is looked upon most favorably by the best scholars, and some of the greatest men have won their reputation in secondary work. The time has come in our country when a few strong scholars, at least, ought to appreciate the best opportunities which are open to men who are by nature and training equal to the demands made of the Instructors in schools like this.

"It does not follow that because a man is successful in college that he will be successful in a school of this kind. I think that it is unfortunate that the colleges themselves are giving the impression to their candidates for the doctorate of philosophy that secondary school work should be beneath their consideration."

The educational creed of Dr. Amen is well illustrated by the following letter, which he wrote to the head master of another school:

"The elements of a satisfactory education are comparatively few in number, and are older than our country. I agree with you perfectly that a great deal of time is being wasted in our schools and colleges. I believe that the swing of the pendulum will soon be in the other direction, and that people are learning that the great educational need of the present time is not more subjects, but fewer thoroughly taught and learned. There is little effective work done in schools and colleges compared with what was accomplished a generation or two ago. There



is much "lecturing" and much "listening," but too little persistent, constant use of the student's own individual initiative effort in many studies."

The classics received Dr. Amen's strongest support, yet he did not insist that every boy take Greek. In the days when science was receiving more than usual attention, he still fostered Latin and Greek.

On this subject on January 18, 1904, Mr. Amen wrote:

"I do not believe that there is any perfect substitute for Greek in school or college studies. If we could insist on ideal conditions, I should feel that Greek ought to be maintained as a college entrance requirement. In this practical age, however, when many useful studies are pressing for recognition, I do not believe that it is feasible or advisable that Greek should be a specially protected subject for admission to college.

"I am confident that our own work in Greek has gained in interest and efficiency from the moment when we required only those students to take Greek who understood in some measure its value and could appreciate the beauty and inspiration which cling to the subject, and who study Greek, as it ought to be studied, enthusiastically and effectively."

As to the general policy of the Academy, Mr. Amen wrote on April 20, 1903:

"It has been a difficult task to steer our way safely between a proper degree of modern progressiveness and the Academy's ancient traditions. There is much in the ancient tradition that ought to be preserved and that marks the Academy as a distinct and effective institution.

"We are doing our utmost to keep alive in the school the best of the things which made the Academy's reputation in the past, and yet to lay hold of anything that is really good in more modern methods of instruction and discipline. The earnestness and independence which have always characterized the Academy are precious relics of the past, and we shall maintain them at any cost. . . .



PHILLIPS CHURCH



"I believe with you that there are parents enough in the country who wish the simplest and the best things in education 'without frills and pretense' to support the school in its aim to attend strictly to business, to insist upon good work, and take the consequences whatever they may be."

As a teacher himself Mr. Amen was magnetic, thrilling. Following the habit of the earlier principals, he taught Latin, and in his classroom idlers found themselves working to keep pace with his enthusiasm. He made every student feel that he was the most highly favored being in the world to have the opportunity of studying Latin in this great old school; that his usefulness in life depended on the daily task of translating into polished, exact prose the author that the class was reading. He had the rare faculty of making Latin real, vital. The Roman again walked the streets and spoke in the Forum. Cicero, no longer a misty character of antiquity, but a man of flesh and blood, a modern lawyer, shouted his invectives against the defenseless Catiline. Mr. Amen expected his students to put themselves in the place of the characters they read about. "A' fleet off the mouth of the Tiber," "What, then, says your friend Hortensius?" and a thousand other phrases of vivid English he poured into the attentive ears of his students. Every chance to read or translate was seized on eagerly. Mr. Amen's kindling, appreciative eye at a happy modern turn of expression from Latin was a sweet reward for a school boy. From the moment he entered the room until the end of the hour he was the personification of restless, unceasing energy. He would pace the platform, turn a page, seat himself, rise with a gesture to spur on a laggard, then walk down the platform again, leading his soldiers with Caesar's own fire; and his stu-

dents were an eager, impetuous, blindly devoted Tenth Legion.

In the early years of his principalship Mr. Amen knew every boy personally. Though he easily forgot names, his ability to recall faces and circumstances was little less than marvelous. He made every student feel that he was his personal friend. To the scholarship boy, depressed by lack of means and fleeting opportunity, his example and inspiration were priceless. Many a boy on the point of giving up in despair, after a single interview found new courage. But the hardened transgressor, the boy who insisted on flinging away his chance, found small hope unless he reformed. Half-hearted effort, slackness, ease of life, found a bitter enemy in the man who never spared himself.

High standing in scholarship Mr. Amen prized more than anything else. The students who were honor men won their way straight to his heart. Therefore, when on April 24, 1906, Tome Institute, in Port Deposit, Maryland, proposed that Exeter join in forming a society to stimulate high scholarship in schools after the fashion of Phi Beta Kappa in colleges, Mr. Amen eagerly approved the plan and appointed a committee to make an early report. Owing to carelessness the report was not sent to Tome for a year, with the result that Exeter was not one of the charter members. But the Exeter chapter of the Cum Laude Society is Beta, and has done much to foster the things of the mind. The founders of Beta Chapter at Exeter were Harlan P. Amen, William A. Francis, Arthur G. Leacock, Charles H. Clark, Nathan W. Helm, John C. Kirtland, Jr.; and the charter members were James A. Tufts, Joseph S. Ford, Howard A. Ross, Wilhelm Segerblom, and Walter D. Head. The members elected from the Senior class each year must have completed a full

course of study, with an honor record, and stand in the first fifth of the class. Up to the end of 1919 the chapter has elected 250 members. It also elects one or two honorary members each year. The new members are initiated at a luncheon in Alumni Hall at the close of school in June.

From the earliest days of the Academy one of its chief characteristics has been willingness to dismiss boys who are out of place, either because of low morals, lack of application, or general unfitness. The catalogue announces that "Boys whose influence is felt in any way to be injurious will be removed from the school." That is but another way of repeating the famous dictum of Dr. Arnold of Rugby, that "The first, second, and third duty of a schoolmaster is to get rid of unpromising subjects." Mr. Amen early set about clearing out the dead wood which had drifted in during the lax years. In one year he dismissed one hundred boys. That heroic measure inspired confidence among the alumni and parents that the school was at last to be made a safe place for boys. And Mr. Amen had the faculty of dismissing a boy and still keeping his friendship. Many a man feels as does a successful lawyer of Washington, D.C., who said at an alumni reunion at which he was a speaker: "I am one of the large number who did not graduate—for a reason! But I count myself an alumnus, and wish to pay tribute to the effectiveness of my rude awakening at the hands of Principal Amen. It was the beginning of my new life."

Courtesy alike to the highest and to the lowest was unfailing in Dr. Amen. He was so easy of approach, and listened so attentively to any sort of grievance, real or fancied, that he suffered greatly. He would waste hours on idlers and triflers when important en-

gagements pressed, and having spent his daylight hours on visitors, was obliged to toil at his desk at night. Once he and an instructor had charge of a funeral many miles away. As they were about to take the train for home the instructor asked Mr. Amen if he had had luncheon. "No," was the laughing reply, "nor breakfast nor supper." A hastily bought lunch supplied the immediate need; but the greater need of some restraining influence was never supplied.

For several years Mr. Amen followed the laborious method of writing the Academy correspondence by long hand; but as the school grew, he hired a typist and installed business methods in the office as elsewhere.

Dr. Amen was a loyal townsman. He would never admit that there was any diversity of interest between the town and the school. When building new dormitories to house the students, he did it slowly, so as not at once to take roomers from deserving private houses. As a matter of fact, during his day the school grew so rapidly that there were always more boys for private houses than could well be accommodated. At an alumni reunion in 1904 he said with satisfaction: "The town and gown conflicts have ceased. The townies are now our friends." That the "townies" were indeed his friends is evident from the positions of dignity and service with which they honored him. He was a trustee of the Cottage Hospital and chairman of the building committee; a deacon in the Second Congregational Church, chairman of the Merrill Institute, and a director of the Exeter and Hampton Electric Company and of the Exeter Banking Company.

The increase in the number of students under Dr. Amen was regular and notable. In all, 4,066 entered while he was principal, an average of 214 new boys a

year. The actual enrollment of new boys was as follows:

1895-1896, 123; 1896-1897, 133; 1897-1898, 122;  
1898-1899, 142; 1899-1900, 162; 1900-1901, 154;  
1901-1902, 154; 1902-1903, 183; 1903-1904, 232;  
1904-1905, 223; 1905-1906, 257; 1906-1907, 228;  
1907-1908, 255; 1908-1909, 255; 1909-1910, 268;  
1910-1911, 280; 1911-1912, 292; 1912-1913, 300;  
1913-1914, 323.

The percentage of the graduates who entered college was also steadily raised; few in comparison with earlier years entered the Academy merely for courses preparatory to entering business.

The educational aims and plans of Dr. Amen and his hopes for the school have thus been noted. His contribution to its material resources belongs in another chapter.



## CHAPTER XIV

### MATERIAL DEVELOPMENT UNDER DR. AMEN

**I**N FORMING plans for a successful school, Dr. Amen saw that material growth must keep pace with numbers and scholarship. Hence he laid deep and permanent plans. According to the agreement with the Trustees a new dormitory was ready for use in the fall of 1896. It was named for Dr. Andrew P. Peabody, of Harvard, who, though not an alumnus of Exeter, was a loyal friend; he served as a Trustee 1843-1885, longer than any other Trustee in the history of the Academy. The new dormitory took many students who would have roomed in town; but the school was growing, and Dr. Amen was a master hand at conciliating those who had a grievance. Also, in 1896, the Lawrence House, facing Abbot Common, came into the possession of the Academy. In 1901 this hall was rebuilt for thirty boys, and two resident masters, under the name of Dunbar Hall. Mr. Amen was aware that younger boys had ceased to come to the Academy; older students came for a finishing course of a year or two before entering college, instead of for three or four years. Hence he planned the new hall expressly for younger boys; and it immediately proved a success. Dunbar was burned in April, 1907, and was rebuilt the following year. Webster Hall, named in honor of Exeter's most famous alumnus, similar in plan to Dunbar but housing older boys, was built in 1912.



THE PLIMPTON PLAYING FIELDS



Mr. Amen's infectious enthusiasm made itself felt in various ways. By appealing to the alumni he obtained a new dining hall, which was dedicated in 1903. At the same time Hoyt Hall, similar to Peabody, and named for Joseph G. Hoyt, "The Great Teacher," was dedicated. The new dining hall was especially needed, since the old hall in Abbot was too small, and because the many "eating clubs" in town charged more than some boys could well pay. Another advantage is that Alumni Hall provides a room where the athletic teams can have training table fare under Academy supervision.

Besides the dormitories, Mr. Amen added several houses to those owned by the Academy. Chief among them is the fine old Colonial mansion known as the Gilman House on Front Street, built in 1736 by Dr. Dudley Odlin, who at his death bequeathed it to his nephew, John Odlin, of whom in 1782 Colonel Nicholas Gilman bought it. The Colonel has frequently been called by historians the brains of the Revolution in New Hampshire. He had taken part in the campaign against Burgoyne, but his greatest service to his state had been in the management of the public finances. The house was handed down through successive generations of Gilmans until, in 1905, with the Commodore John C. Long estate on the corner of Elm and Court Streets, it was given to the Academy by D. Hunter McAlpin, '82, and his brother, Charles W. McAlpin, '84. The house sheltered many a French officer during the Revolution, and later Daniel Webster and others. About it cling interesting memories of the great family of the Gilmans.<sup>1</sup>

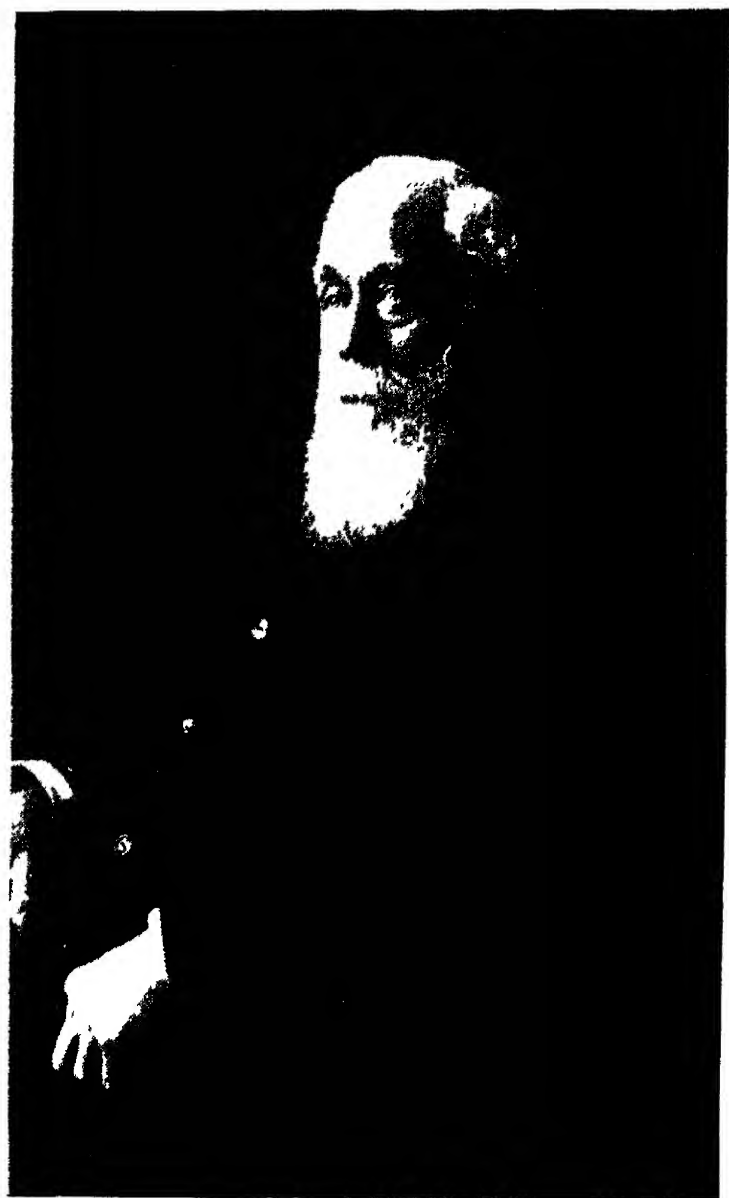
Other houses added largely through Mr. Amen's ef-

<sup>1</sup> The Bulletin, March, 1906, contains an article on the house by George B. Rogers.

forts are the Veazey, the Merrill, the Watkins, the Williams, the Porter, and the Hooper House. Also, Honorable Edward Tuck, '58, made a gift of the Tuck House on Front Street. One of the chief acquisitions was the Plimpton Playing Fields of about 350 acres, the home of football, baseball, track, hockey, and tennis. The donor was George A. Plimpton, '73.

Dr. Abner L. Merrill, '38, did much for the Academy. The first of his gifts came in 1896, when he endowed annual prizes in public speaking. Later he gave the Merrill buildings, which include the administrative offices, the additional recitation hall, the Merrill business block on Water Street. To those gifts he added several thousand dollars; and finally, in 1913, at Dr. Amen's death, he endowed the Harlan Page Amen Professorship with \$50,000.

Including the Founder's gift of \$60,000, the total gifts to the Academy when Dr. Amen became principal, amounted to \$475,000; at his death, the total, excluding certain unproductive buildings, amounted to \$1,371,446.81. Most of the increase was owing to the initiative of Mr. Amen. Old alumni who had not visited the school for years returned to see the new Exeter. Scholarships and unrestricted donations multiplied. Among the chief legacies were those of Joseph C. Hilliard, '38, who gave the Academy \$200,000, subject to certain life annuities, and \$10,000 for the Hilliard scholarship. As a young boy Mr. Hilliard had walked to and from his home in Kensington while a student, and made his living by tapping shoes. Later in life he won fame as the insurance adjuster who settled the millions of losses in the Chicago fire to the satisfaction of both the companies and of the policy holders. In 1909 Hubert E. Teschemacher, '74, gave



JOSEPH CHASE HILLIARD



\$50,000 to found scholarships for Exeter boys who enter Harvard. Also, the Robert S. Morison Professorship of Latin and the Wentworth Professorship of Mathematics were founded. To increase the latter, Mr. Wentworth gave in 1903 half of the cost of Hoyt Hall, \$16,889.06. Others have added to the fund until it now amounts to over \$50,000.

By special appeal Dr. Amen influenced certain men to establish annual prizes in subjects in which they were specially interested. As a result, these prizes were established: the Sherman Hoar, '78, history prizes; the Nathaniel Gordon, '33, Bible prizes; the Prentiss Cummings, '60, Greek prizes; the Frank B. Stevens, '80, Latin prizes; the Henry L. Mason, '84, Latin prizes; the Norman F. Greeley, '92, Latin prizes; the Pitts Duffield, '88, English composition prize; the Henry J. Hooper, '03, memorial prize; the Pierre La Rose, '91, prize in memory of Marshall Newell, '90; the Wilmon W. Blackmar, '64, history prizes.

One building that was especially dear to Dr. Amen is the Benjamin Price Davis, '62, Library. Funds for its erection were provided in an unusual fashion. Edwin Fay Rice, '71, remarked to William E. Merrill, '87, that he would give his library to the Academy when a fireproof building was provided. The offer appeared in the *Bulletin*, and on the death of Mr. Davis in 1907 he gave in his will \$50,000 for the building. The cornerstone was laid on October 26, 1911. The library has a special room for the Rice collection; and besides that it has an alcove for the books given by Dr. Amen in memory of Mrs. Amen.<sup>1</sup> Three rooms on the first floor are used for recitations in English.

<sup>1</sup> As a memorial to Mrs. Amen Dr. Amen planned to leave 5,000 volumes in the Amen alcove in the Davis Library. Half of them he placed there before his death; and in his will he made this provision:

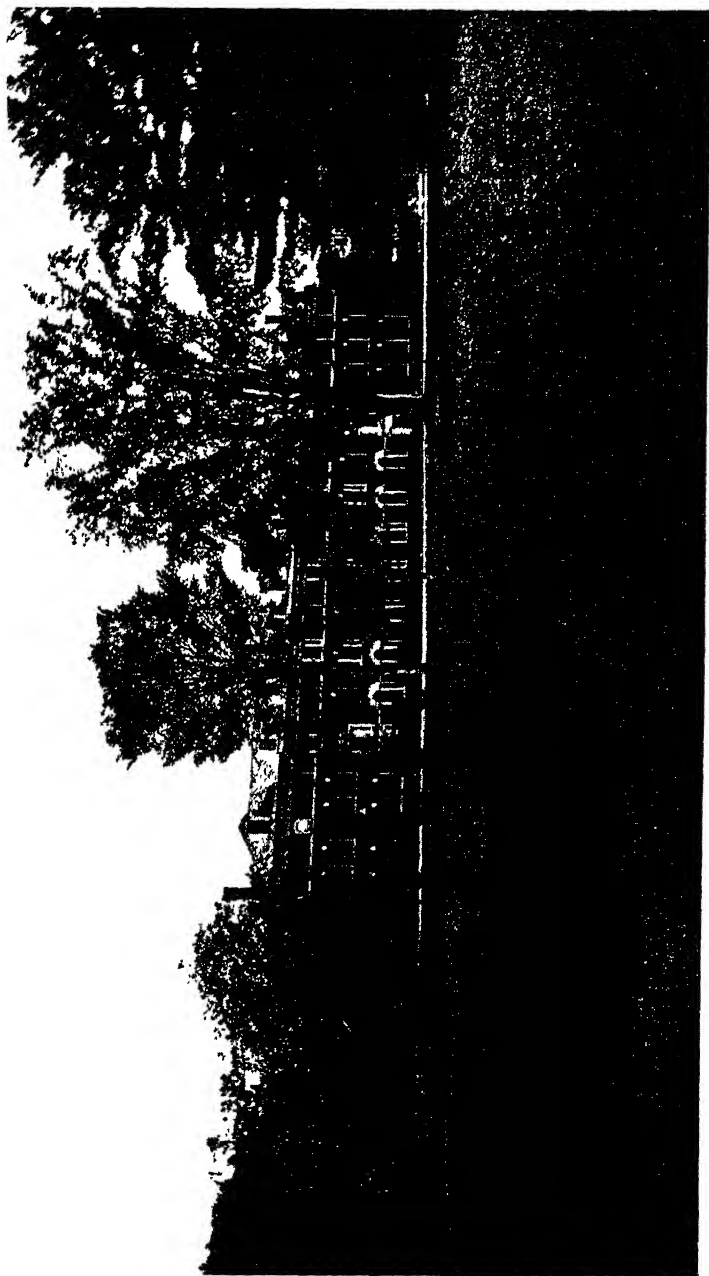


Besides material equipment, many new scholarships were founded during Mr. Amen's years. Aside from those already named are the Susan G. Perkins, \$3,000; the John T. Perry, \$2,000; the Margaret E. Langdell, in honor of Christopher C. Langdell, '45; the Olena S. Pingry, \$3,000. To the income of these scholarships the Trustees add tuition scholarships, known by the name of Phillips, so that the income pays a major part of the expenses of those who hold the larger ones. About \$16,000 is awarded every year to some 150 applicants.

Exeter has always given the individual student every chance to develop his own personality; the freedom has even been called license by critics. Dr. Amen soon saw the need of offering assistance and oversight to undergraduates in a more organized way than mere chance, as had been the practice in the past. Therefore he planned the present system of Faculty advisers. By it each student is assigned to some member of the Faculty, to whom he goes for help and advice on every phase of his school life. This standing *in loco parentis* has broadened the influence of the Faculty on the students. Many an apparently hopeless situation has thus been satisfactorily met. A Faculty member feels that failure in an advisee is a personal disgrace, and success a corresponding credit.

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The sum of \$3,000 is given to the Trustees of the Academy, to be known as the Mary Rawson Amen fund, in memory of Mrs. Amen. One half of the income is to be added to the principal until it accumulates to \$25,000. The other half of the income is to be expended for books of permanent value, to be kept in the Davis Library in a room or alcove, to be known as the Mary Rawson Amen room or alcove. When the principal accumulates to \$10,000 the Trustees may at their discretion expend a portion of the income upon pictures, furniture or works of art for the adornment of the room or alcove.



WEBSTER HALL



Although, as has been remarked, Dr. Amen was always ready to remove the idle and vicious for the protection of the rest, he was ready to give the worthy boy the best fighting chance. Hence he appointed preceptorial instructors, who help boys who are unevenly or poorly prepared to keep their class standing. Many a boy who would otherwise be lost to the school is thus kept in good standing.

When he came to Exeter Dr. Amen found a Faculty of ten and a student body of 191; he left a Faculty of thirty-three and a student body of 572. Meanwhile he had increased the Academy lands from less than twenty acres to more than four hundred, and the number of buildings from nine to thirty-two. Also, he increased the resources of the school from \$475,000 to \$1,371,450. That included \$250,000 which he raised for the Teachers' Endowment Fund. But his greatest service was restoring Exeter to the confidence of the public. He had the foresight of a prophet, the educational zeal of a Loyola, the vigor of a Hercules; and he used those gifts to bring success to his school.

Many offices and honors came unsought to him. In 1886 Williams College gave him the degree of A. M.; and in 1911 Dartmouth made him Litt.D. The year of his death he was elected an overseer of Harvard. He was also a member of the Archaeological Institute of America, of the American Philological and the American Historical Associations, the New Hampshire Historical Society, the American Whig Society of Princeton, the New England Association of Colleges and Preparatory Schools, of which he was President, 1909-1911; of the Headmasters' Association, of which he was President in 1910; of the Harvard Teachers' Association, of the Schoolmasters' Club, and of the Ap-

palachian Mountain Club. He also served on the New Hampshire committee for the selection of Rhodes Scholars. He was a member of the Twentieth Century Club of Boston, and of the University Club of New York.

## CHAPTER XV

### SCHOOL LIFE UNDER DR. AMEN

SCHOOL life under Dr. Amen grew rich and varied. The clubs which had previously led a precarious existence found a champion in the new principal. He encouraged the glee club by asking Mr. Ralph H. Bowles, Instructor in English, to take charge of it. The musical clubs were excellently drilled, and gave concerts successfully. Many other clubs were formed with Dr. Amen's approval. Some of them died when the enthusiastic founders went to college; but from time to time the old ones are revived.

Although Dr. Amen paid the greatest attention to the mental development of the students, yet he saw that in becoming a well-rounded young American a boy must have perfect physical growth.

He was perhaps the more ready to recognize that important fact because he himself was fond of a vigorous outdoor life. His favorite exercise in vacation time was walking in the mountains. One summer when he was principal at Riverview he set out with three pupils for a walking tour. They tramped through Burlington, Montpelier, and St. Johnsbury to the White Mountains. Twice they ascended Mt. Washington, once by the Crawford bridge path, and once by Tuckerman's Ravine. Passing down the east side, they walked through the Glen to Jackson, through the Crawford Notch to Bethlehem, and through Franconia Notch to Plymouth and Lake Winnepesaukee. The

distance that they covered was 275 miles, and they made it in eleven days. At other times Dr. Amen found opportunity for tramping in the White Mountains with companions. He frequently walked up Mt. Washington, and he set a record for running down the mountain that stood for a long time.

It is natural that a man of such personal tastes should have looked with a kindly and encouraging eye upon all sorts of wholesome outdoor sports.

Dr. Amen's views on sport can best be seen from the following article by him, which appeared in the *Boston Globe*, February 5, 1905, when football was under such severe fire in the public press that its existence was threatened:

"Mental and physical alertness, discipline, self-reliance, self-control, the power of unified action can hardly be better taught than through the game of football.

"One cannot condemn too strongly the brutal and unsportsmanlike features of the game, unfair tactics in playing, the wrong methods adopted in obtaining and coaching candidates for teams. These, however, are not necessary features of the game, and can by sincere, concerted effort among the leading colleges and preparatory schools be so completely removed that we can obtain the benefits of the game without the evils which President Eliot so justly condemns.

"Football is too good a game to let go. It can be, and should be, at once redeemed from the qualities which have too often characterized it. The faculties of colleges and preparatory schools have the remedy for its evils in their own hands. Each institution should in a determined way set about cleaning its own household and not wait for others to set the example.

"It seems to me that it would greatly assist matters if every college would, first, not allow any candidate for a team to represent the institution in football or any other form of athletics until he had been a member of that institution at least one year and had done satisfactory work in every subject of his schedule of studies.

"Second, continue to demand a good standard of scholarship from every member of an athletic team.

"Third, it would be well to limit the number of contests in each season. In football the number of match games could well be limited to six or seven. They now frequently reach the number of thirteen or fourteen.

"Fourth, I would insist that the proper officials should promptly order from the field any member of either team who fails to observe every rule which now exists, to secure a clean, manly, sportsmanlike game. The number of officials can be increased until the infringement of rules will be a practical impossibility. A greater number of officials to secure a stricter observance of the rules is, I understand, already under consideration by the committee on rules."

In 1897 paid coaches for the athletic teams were first regularly provided, not primarily to encourage greater skill in their games, but to see that the boys played the games sanely and safely. In 1895 Dr. Amen appointed as director of the gymnasium and of athletics, Mr. Howard A. Ross, who during his subsequent years of service has brought athletics to a high plane.

During his early days as principal, Dr. Amen was much troubled by class rushes. By devising other ways of getting rid of the superfluous energy of the students, he did away with rushes so effectively that the cup given by one of the classes as an annual trophy for interclass track meets now arouses little enthusiasm, and the class games are played in almost complete silence.

Abducting the class speakers before the annual dinners was a favorite game. In the spring of 1899 the Upper Middle toastmaster, Ralph W. Varney, was carried away by a rival class. A shout of "All out!" given lustily in the yard, brought a generous response, and a heroic rescue was effected. On another occasion,



when the class of 1900 held a dinner at Whittier's, at Hampton, the class of 1901 dug a deep pit on the car tracks some miles from town, and piled the gravel on the rails. Fortunately the motorman stopped the car in time to avert a serious accident. Dr. Amen did not expel the ringleaders, but accepted their apology and imposed long terms of probation. The members of the offending class received in derision the term of "pick and shovel gang," which clung to them to the end of their career. Sometimes vile-smelling compounds from the chemical laboratory were thrown through the windows where class dinners were in progress.

Once at a class riot in chapel on Washington's Birthday, Dr. Amen called for volunteers to put down the disturbance. "Jim" Hogan tackled vigorously, and members of all the classes measured their length on the floor before order was restored.

The danger arising from class riots was great. In 1904, MacFadyen, toastmaster of his class, was kidnapped by a crowd led by "Tad" Jones. Dr. Amen corrected by telephone the false report that had reached the Boston papers that two students had been killed in a rush; and in chapel the next morning he spoke with feeling on the harm that may arise from rushes. He eliminated the practice not by forbidding it, but by substituting better things.

But old traditions that had been observed by generations of school boys, and that were not vicious, Dr. Amen never disturbed.

The casual visitor to a recitation in the Academy is always startled and sometimes shocked by the old Exeter custom of snapping the fingers. If the boy hesitates in his recitation, a fusillade of snaps from those who know or think that they know rings out. It is often disconcerting to a new boy, but he soon

learns to stand to his guns, no matter how fast the musketry rattles about him.

Principal Amen once asked a new instructor what he should do if a student snapped his fingers in class. "I should give him a chance to apologize, and if he didn't do it, I should mete out a severe penalty," answered the young man, eager to play up before the principal. Dr. Amen explained with some amusement the old custom. The practice began probably in the early sixties. At any rate, it had become well established long before Dr. Amen's time, and he made no attempt to abolish it.

In so strong a nature as Dr. Amen's it is only natural to find certain weaknesses. He let the drive of business absorb his time and efforts to the exclusion of the gentler and more humanizing occupations. Leisurely, scholarly life he valued highly, and sought to obtain it for his teachers; but his restless energy could not allow him to relax or enjoy a quiet life. Music and art he valued at their true worth, but he could not find time to cultivate them as he would have wished.

Mention has already been made in a previous chapter of the degree to which his courtesy and his natural kindness allowed even strangers to encroach upon his time. That and his unflagging devotion to his great tasks at length began to tell upon his health. His wife, who was Mary Browne Rawson, of Whitinsville, Massachusetts, was a woman of rare tact and beauty of character whose influence over her husband was great. She alone could persuade him to take time for rest; but she died on August 18, 1901, at Lake Sunapee, New Hampshire. After her death, Dr. Amen became irregular in his hours for rest and at meals. He would let the most trifling duty deprive him of sleep, and

he ate whenever work seemed to slacken. The result was a steady decline in his strength.

Every day he overdrew his store of vitality; that there could be but one outcome he himself well knew, but he spent his force generously to the end. For years he knew that he was growing weak. On September 28, 1907, he wrote to one of the Trustees:

"It seems to me almost impossible to think of giving up my work, and yet the time may soon come when I shall be compelled to do this. As I wrote H——, it seemed to me that it would break my heart to drop the work here when we have so nearly attained complete success.

"Mr. P —— asked me over the telephone this morning whether I did not think a trip abroad would bring the needed relief. I am not at all sure of this. In many ways, I feel that I could fight out the battle here on the ground."

With the feeling that he could not trust details to subordinates, Dr. Amen struggled on, always hoping for the strength that did not come. In 1911 he finally went abroad for a few weeks; also, he made a trip to California for change; but he soon returned and drove on at the daily toil.

Dr. Amen's last appearance in chapel, on Friday, November 7, 1913, was the occasion of a display of surpassing devotion on the part of the school. He spoke briefly of the Andover football game which was to be played the next day. He had high hopes of seeing a victory after a series of eight defeats. Not always did the students understand Dr. Amen; but on that eventful morning the veil was lifted, and the undergraduates saw revealed the man who was spending his life for them.

After he had spoken briefly, the response, which came instinctively from the students, was without



PRINCIPAL'S HOUSE, Before Alterations



parallel in the history of Exeter. Never to football hero, benefactor, or public man has so marvelous a tribute been paid. Those who were fortunate enough to be present spoke in subdued voices of what they had heard, as if they had had a glimpse of things usually hidden from men. At the close of his speech, when wave upon wave of clapping sounded through the chapel, and a long cheer for "Amen" was called for and given, he was finally forced to respond, and said with his characteristic energy and hopefulness that he would finish what he had to say at the celebration on the morrow.

But this speech was never to be given. When the game was over, and the victory for which he had so long waited had been won, Dr. Amen lay dying.

Early on the morning of November 8, he had suffered a shock of apoplexy. With characteristic thought for others he tried to telephone without arousing anyone, but he fell and never regained consciousness, and the following afternoon the slow tolling of the Phillips Church bell told the school and the town what they dreaded to hear.

At the announcement of Dr. Amen's death, telegrams of condolence poured in from every part of America. Alumni associations, college and school presidents, and individuals expressed their sorrow and sense of loss. Editorial comment in the great eastern papers and magazines paid tribute to the great work that he had done.

The funeral was held on the Wednesday following his death. Representatives came from many of the great New England colleges and preparatory schools. It was a notable gathering which met in the chapel that gray November afternoon. Dr. Amen's life-long friend, Dr. William DeW. Hyde of Bowdoin, preached

the funeral sermon, and was followed by Dr. Dana of Exeter. The students marched to the cemetery in double file.

At a meeting of the Academy Trustees on December 16, 1913, this minute, presented by Dr. Hyde, was adopted:

"In profound sorrow for the death of Doctor Harlan Page Amen, Principal of the Phillips Exeter Academy, the Trustees record their affectionate and grateful appreciation of his tireless industry in the arduous work of his office, his unfailing courtesy to Trustees, instructors, fellow-townsmen, parents and pupils; his ardent zeal for the upbuilding of the material equipment, intellectual standing, moral tone and spiritual life of the Academy — qualities and services which have made association with him during the past eighteen years a constant joy and inspiration, and which will remain a precious heritage to his children, his friends, the alumni, and those who in the years to come shall cherish and perpetuate the Exeter Spirit he did so much to develop and define."

When President S. Sidney Smith of the Trustees met the Faculty at a special meeting after Dr. Amen's death, he announced that the school would be managed for the year by a committee composed of Joseph S. Ford, Assistant to the Principal, Professor Tufts, and Mr. Smith.

To the announcement that that was to be "Dr. Amen's year" the school responded in a way that is characteristic of the best in Exeter traditions. In studies, in athletics, in school life, and best of all in spirit and morale, the highest mark ever known in Exeter was reached. Co-operation between teachers and pupils has always been characteristic of the Academy, but during "Dr. Amen's year" there was a subtle fervor easily felt but hard to define. Could the principal have known, he would have been infinitely

cheered; he would have seen that his long labors had been rewarded; that he had indeed done for his old school all that he had tried so hard to accomplish.

This sonnet was written by James P. Webber of the Faculty:

### HIS VISION OF EXETER

*In Memoriam* HARLAN PAGE AMEN

A brotherhood of all who bear her name:—  
     Those older children who have left her gate,  
     Those younger sons who at her hearth still wait  
 And those who at her altar tend the flame —  
 A sane democracy with no mean aim:  
     But teaching youth in this, our little state,  
     To love united service and to hate  
 The tinkling cymbal of a selfish fame:

This was his dream; nor did he idly gaze  
     As if enraptured of some castled steep  
     Of cloudland glorious in the setting sun;  
 But wrought with tireless hand through crowded days,  
     Like one who hastened lest the eternal sleep  
     Should steal upon him ere his work was done.

In the truest and deepest sense Dr. Amen lives on. Exeter men everywhere are helping others in remembrance of the great service he rendered them, and are thus spreading far and wide the hopefulness and cheer that so permeated his life. He lives in lives kindled to greatness by contact with him, in kind words spoken and generous deeds performed, in acts of daring done for what is right and in scorn for selfish, miserable aims. He lives in minds awakened by him to a new dawn of learning, in souls sweetened by his gentleness and love. And men through his influence will go on "pulling together," "each one doing his part," and



"fighting," all "doing their daily tasks in faith and heartily, as to the Lord and not unto men."

When Mr. Amen became principal, he welcomed as new trustees those who would work with him and with the older men on the Board. Mr. Dunbar was still a member, but he resigned in 1898, as did John T. Perry in 1899. With George S. Morison, William P. Chadwick and S. Sidney Smith representing the former Board, came Dr. Amen's lifelong friend, Reverend William DeW. Hyde, Mr. William A. Bancroft, and Mr. George A. Plimpton. Also, Mr. Robert Winsor was elected to the Board. The last trustee elected during Dr. Amen's life was Mr. Jeremiah Smith, Jr., who in June, 1907, became the junior member of the Board.

Reverend William DeW. Hyde, class of 1875, was born in Winchendon, Mass., September 23, 1858. In the fall of 1872, at the age of thirteen, he entered the Academy. Here he was prominent as a scholar, and as a member of the Golden Branch and of the Christian Fraternity. Though young, he competed with his room-mate and lifelong chum, Harlan P. Amen, for a scholarship. At Harvard he was a member of Phi Beta Kappa, and was a class-day speaker. After graduation from college he studied divinity at Union Theological Seminary and at the Andover Theological Seminary. After preaching a few years he was called in 1885 to become President and Professor of Mental and Moral Philosophy at Bowdoin College, a position he held with great brilliance until his death on June 29, 1917. Under him Bowdoin grew from 119 students to 434, but he was quite as much concerned with the scholarship and standing of the college intellectually as with the material growth. In a large measure he did for Bowdoin what his friend Dr. Amen did for Exeter. As a speaker and preacher at schools and colleges he

was eagerly sought. He wrote many volumes on religion and philosophy. One of his most famous books is "Practical Ethics." His honorary degrees included D.D. from Harvard and Bowdoin, and LL.D. from Bowdoin, Syracuse, and Dartmouth. Though not a Trustee until 1898, he was largely instrumental in having Dr. Amen made principal in 1895. He served most zealously as a Trustee from 1898 until his death. At the laying of the cornerstone of the Davis Library in 1911 he made the principal address.

William A. Bancroft, class of 1874, served as Trustee from 1902 till 1917. He was born in Groton, Mass., April 26, 1855, and died in Cambridge, Mass., March 11, 1922. While in Exeter he rowed on early crews, and later he was stroke and captain of three Harvard crews which won from Yale. Later he coached successfully at Harvard. While practising law in Boston he became superintendent of the Cambridge Street Railway. Later he was Mayor of Cambridge; then he became roadmaster of the West End Street Railway, now the Elevated. Under his régime horses gave place to electricity. The real test of his power as a leader of men came in 1887, when, with 600 men on strike, he himself broke the strike by leading on horseback the first car to run. The angry yet admiring crowd gave way sullenly but in order, and Mr. Bancroft was supreme. He won his title of colonel in the Spanish-American War. As a Trustee he worked vigorously for the good of Exeter, just as he always did for any project in which he was interested. Besides his widow, Mary S. Bancroft, he left two sons, Hugh and Guy, a daughter, Mrs. Catherine De Haviland, wife of William De Haviland, of Limoges, France, and ten grandchildren.

Francis W. Lee, class of 1870, from 1895 till 1922 treasurer of the Academy, a period of twenty-seven

years, died at his home, Chestnut Hill, Mass., on February 10, 1923. He was born in Westport, New York, in 1852, the son of Colonel Francis L. Lee, of Boston. Mr. Lee was for a number of years associated with his uncle, the late Henry Lee, in a private bank, 40 State Street, Boston, and also was an officer for the Provident Institution for Savings, Temple Place. Surviving members of Mr. Lee's family are a widow, a son, Mr. Guy H. Lee, and four daughters.

## CHAPTER XVI

### EXETER TO-DAY: LEWIS PERRY

THE principal of a preparatory school must have a diversity of interests. He must know business and politics, and he must be a scholar, and a lover of the great drama of human events. He must know college requirements and the tendencies of modern education. Besides those things he must be able to sift sound suggestions from visionary, both of which come alike from colleagues and from alumni. Old traditions must be preserved, for to them the alumni cling as something that, after all, is quite as real and tangible as land and buildings. Besides, there is the morning mail. On the principal, too, falls the responsibility of choosing new teachers. In that respect the duties of the principal of Exeter is lightened by the policy of getting men who will grow and then making their places attractive to them.

Eight months after Dr. Amen's death, President Smith again met the Faculty in the library, and announced that Lewis Perry, Professor of English Literature in Williams College, had accepted the principalship of Exeter. The Faculty at once sent the new leader a telegram of welcome.

It was by no means a slight break for Dr. Perry to leave Williams. He was engaged in congenial work among old friends in the college from which he had graduated, and where his father had long taught. Retirement, a scholarly life with time for travel, and a

sabbatical year of leisure, — all of those he renounced to accept the responsibilities of a growing school, the problems of which are always complex and often baffling. In the one case his activities were ordered and defined; in the alternative that he chose his day's work is never done.

Lewis Perry, eighth Principal of the Phillips Exeter Academy, was born in Williamstown, Massachusetts, June 3, 1877. His father was Professor Arthur Latham Perry, D.D., LL.D., who taught history and political economy in Williams College for thirty-eight years, and upon his retirement in 1890 became Emeritus Professor of Political Economy. His mother was Mary Brown (Smedley) Perry.

Lewis Perry's boyhood was spent in Williamstown under the influence of the best New England traditions. Learning and scholarship were in the very atmosphere of the home that gave five sons, including Professor Bliss Perry, to the world, but there was also a love of outdoor sports that helped the boy to build up a strong constitution. Dr. Perry graduated from Lawrenceville School in 1894, and entered Williams that fall.

His college days were filled with varied interests. For four years he was the manager of the Williams *Weekly*, and was four times college champion in tennis, besides winning many matches against representatives of Amherst and Dartmouth. He was for four years a member of the Dramatic Association, and president in his senior year; and for three years he was captain of his class baseball team. He was also a member of Alpha Delta Phi, the Gargoyle Society, the Philomathean Society, the Y. M. C. A., the Classical Society, the Sound Money Democratic Club, Chairman of the Class Prom Committee, the Honor System Committee, the College Conference, and was President of his Class. Also, he won a



LEWIS PERRY



first Sophomore rhetorical prize, and delivered the St. Patrick's Night address. He carried his love of tennis into his later life, and in 1905, the only year in which he had leisure to enter the National Tennis Championship matches, he won the rating of 19th in the National Tennis Association. About the same time, too, with Professor Nettleton of Yale as a partner, he played many sets of doubles, in which, during an entire season, they were defeated but once. Mr. Perry still loves the game and plays it. A year or two ago someone invited an old gentleman of Exeter to see the Principal of Exeter and the Principal of Andover play tennis together on the Plimpton Fields; but the old man declined. In his day, he said, the principals of the two schools never even visited each other, much less engaged in so frivolous a pastime as tennis.

Those who dreaded the effect on Exeter of the coming of a new principal have been agreeably disappointed. Under Dr. Perry the Academy has gone forward steadily. During his years of service the following scholarships and other funds have been given: the Theodore W. Woodman Fund for New Hampshire boys; the Class of 1913 Fund; the Paul Wentworth Fund; the George L. Perkins Fund; the George Hill, '65, Fund for a bridge connecting the Playing Fields; the Westfield History Fund; the Marshall Newell Fund; the Graduates' House, given by the Class of 1890, and a fund for maintaining it; the Abner L. Merrill, '38, Business Fund; the Class of 1914 Fund; the Class of 1915 Fund; the lot at the corner of Front and Pine Streets, from Mrs. Isabel J. Gale, in memory of her husband, Edward F. Gale, '54; the Lee McClung, '88, Scholarship Fund; the William B. Thompson, '90, Gymnasium Fund; the Harry J. Bardwell Loan and Book Fund; the George Hill, '65, residuary estate; and



the Tuck-Curley, Class of 1858, Endowment Fund. Principal Perry is engaged in raising a general endowment fund of \$2,000,000. He also had to meet, and has met successfully, the delicate and trying problems that arose from the Great War. The growth of the school in numbers has been constant; in fact, there are many more applications for admission every year than can be granted.

A large part of the executive business of the Faculty to-day is done by permanent committees. The most important of them are the Executive Committee and the Scholarship Committee. The former passes judgment on most cases of discipline and reports its findings to the Faculty. It has no power to dismiss boys, but it imposes the penalty of study hours or probation for low standing in studies and restrictions or probation for misdemeanors. In more serious cases it recommends dismissal, but it is by means a star-chamber body. The Faculty usually votes to accept its findings, yet it never hesitates after hearing a report to vote adversely if the circumstances seem to the members to warrant their so voting. In every case that involves a boy's standing, there is perfect freedom of discussion and action, and no boy is punished or dismissed without a full hearing. The Executive Committee saves the Faculty much time and work.

The Scholarship Committee is also permanent; its chief duties come late in the fall term, when it has to consider the applications for aid through scholarships, but it also averages the term marks and computes the percentages earned in studies, by which the scholarships are awarded. Since considerably more than \$15,000 is given at the end of the fall term, divided on the basis of the length of the various terms, the importance of this committee is obvious. Unlike the Execu-



THOMPSON GYMNASIUM AND SWIMMING POOL



tive Committee, in which there are partial changes of personnel every year, in order to prevent stagnation and at the same time maintain a permanent policy, the Scholarship Committee has remained unchanged in make-up for several years.

When any matter comes up that touches the permanent policy of the school or demands concerted action, the principal appoints a committee to report at a later meeting of the Faculty. The entire absence of cliques, and the homogeneity of the Faculty as a body simplify the task of the principal not only in appointing committees but in all other ways. When a change in the schedule of studies for a boy is under discussion, a committee with power is appointed, made up of the instructors who have the boy in class, the boy's adviser, and the Secretary of the Faculty.

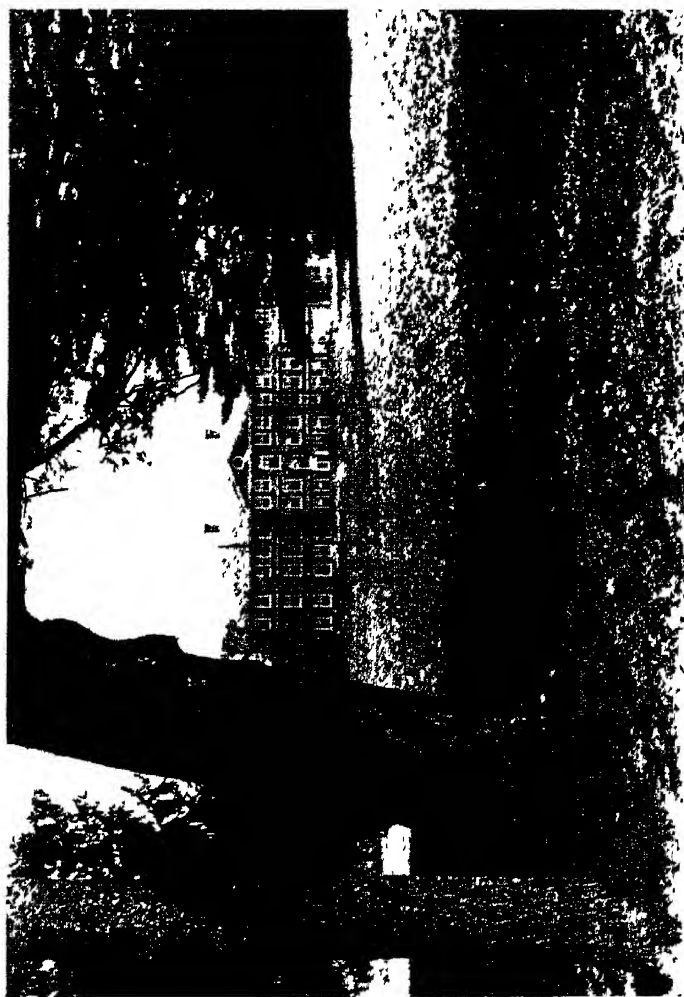
In the early days of Exeter, when only a few courses were given, the number of instructors as compared with the number of boys was small; in 1866 it reached the inexcusably low ratio of one teacher to 48 boys; but with the increasing college requirements, the ratio has been steadily reduced. Sections have grown smaller and students have had more individual attention. In 1826 there was one instructor to 22 boys; in 1836, one to 25 boys; in 1846, one to 28 boys; in 1856, one to 38 boys; in 1866, one to 48 boys; in 1876, one to 38 boys; in 1886, one to 31 boys; in 1896, one to 18 boys; in 1906, one to 15 boys. With increased endowment the ratio will tend still more toward figures that will make possible the most careful personal oversight and care. The overworked school-master can never give his wards all that the world has a right to demand that he give.

For many years the problem of housing the students has been a trying one, because the school has grown

faster than the dormitories. Until Abbot Hall was built, in 1855, all of the students roomed in private houses. Most of them were well cared for by old families who took one or more boys rather to help the school than from any need of the income, which was very small, often not more than a dollar and a half to two dollars and a half a week for both room and board. Abbot Hall accommodated forty-two boys, and remained the only school dormitory until Soule Hall was built in 1893; Peabody Hall was built in 1896. The former houses fifty-two boys, and the latter forty-eight. Since 1900 there has been a steady increase in the number of students who live in the dormitories relative to the whole number in the school. The most of the gain was due to Dr. Amen, who wished the school as nearly as possible to house all of the students. Hence he was continually urging that new dormitories be built and houses bought, many of which were placed in the hands of married instructors, to furnish dwellings for them and their families, and additional rooms for students.

In like way the matter of board was solved. A few places in town furnished board, sometimes at a very high rate; to offset that the old Abbot Hall dining club was established; then the hall was enlarged, as is related elsewhere. Finally the new Alumni Hall was built. That accommodates two hundred and fifty boys, and Dunbar Hall and Webster Hall seat seventy-five each, so that the three together can furnish board for the whole school.

The alumni associations have done a great deal for the school. The oldest is that of the New York alumni, founded in 1883; the second, that of New England, was founded in 1886; the Western, of Chicago, followed in 1893, the Southern in 1906, the Philadelphia



LAMONT INFIRMARY, Rear View



in 1907, the Maine in 1913. Still later associations include the Duluth, 1914, the Syracuse, 1914, the Seattle, 1916, the St. Louis, 1916, the Pittsburgh, 1916, and the St. Paul, 1916.

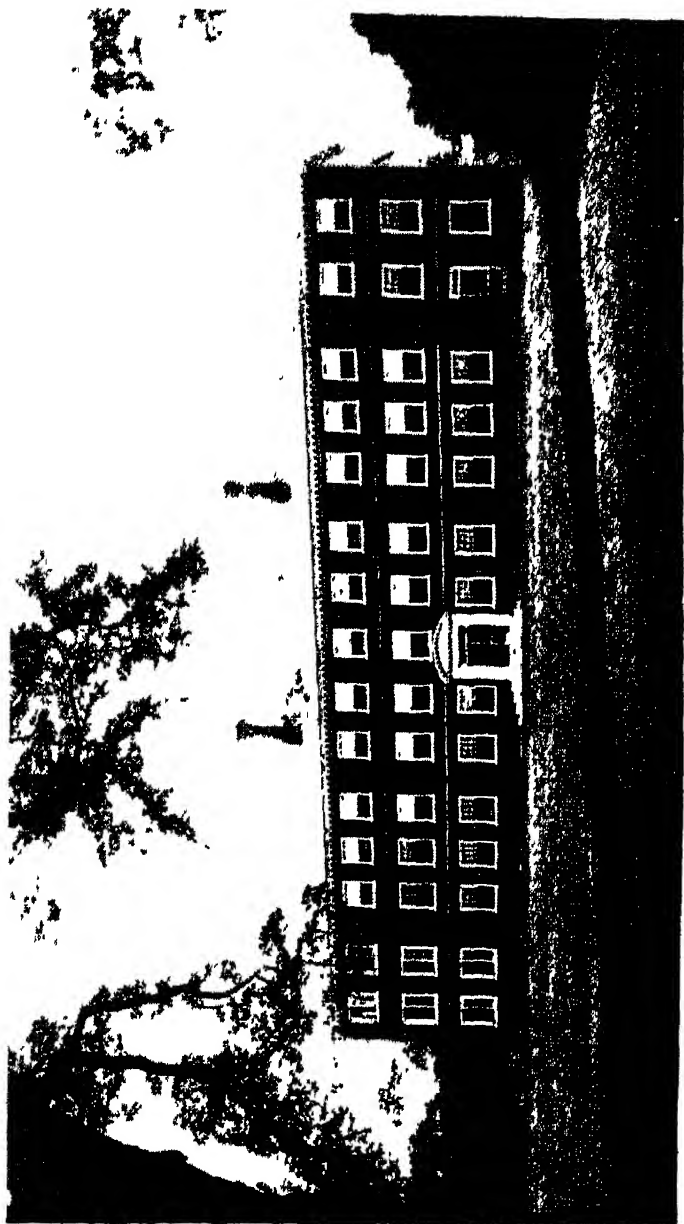
An important step was taken by the Academy when in 1919 a summer school was opened. The plan was, as is stated in the summer school catalogue, undertaken as a contribution to the solution of the problem of wastage in American education. The school aids first, those who mean to enter the Academy in the fall; second, those who wish to make up some deficiency; third, those who need review in subjects already studied so that they may offer them at the college entrance examinations in September; fourth, those of superior ability who may be able to gain a year by summer work. The first year found twelve teachers besides the principal, and sixty-five students; the year 1922 found seventeen teachers besides the principal, and ninety-seven students. In every way the school has proved its value; the logic of summer school is sound. From the founding until 1849-1850 the Academy was in session forty-three weeks a year; and it was that period that gave Exeter her most distinguished alumni. The summer school is therefore merely reverting to a past season of success. Professor John C. Kirtland was the chief mover in founding the summer school, and he is chairman of the summer session Faculty.

At the opening of the fall term of 1922-1923 a rule requiring all students except Seniors to report at their rooms at eight o'clock at night went into effect. The successful working of the rule is sufficient reason for its continuance. Until about 1880 such a rule had been in effect, though towards the close the rule had been more largely broken than obeyed. The early days



of Exeter saw a rule requiring all students to be in at seven o'clock. Later it was half past seven, and then it became eight o'clock. Although many alumni have looked askance at the eight o'clock rule as destroying valuable privileges which helped to develop self-reliance, yet the immediate good results arising from the rule justified it.

While Dr. Perry has been Principal four new appointments to the Board of Trustees have been made, as follows: Thomas W. Lamont, class of 1888, elected October, 1917; Minot O. Simons, class of 1889, elected February, 1920; William B. Thompson, class of 1890, elected October, 1921; and Bernard W. Trafford, class of 1889, elected October, 1921.



LAMONT INFIRMARY, Front View



## CHAPTER XVII

### THOSE CLASSIC HALLS

WHEN the fine Georgian building erected by John Phillips in 1794 for a recitation hall was destroyed by fire on the morning of December 18, 1870, an immediate appeal was made by circular to all of the alumni for money for a new hall. On Saturday, December 24, an alumni meeting was held in Boston, at which it was resolved to raise one hundred thousand dollars for the purpose. A committee of thirteen men was appointed, made up of John G. Palfrey, Francis B. Hayes, Samuel Sewell, William Boott, Reverend John H. Morison, Henry G. Gardner, Reverend Charles Lowe, Ebenezer Bacon, Christopher C. Langdell, James C. Davis, Henry Lunt, William E. Sparks, and Walter A. Baker. The widow of Jared Sparks sent the first of the many contributions that poured in. John B. L. Soule, of the class of 1834, a nephew of Principal Soule, hastily penned a few stanzas that helped to stimulate contributions.<sup>1</sup>

“Alas! those dear old classic halls,  
Where all the Muses sat,  
More loved than old Dardanian walls,  
*Amo, amas, amat.*  
How have the flames that laid them low  
New flames within us lit,  
And set our bosoms all aglow,  
*Uro, uris, urit!*  
. . . . .

<sup>1</sup> For the rest of the verses, see appendix.

" From high and by way, far and wide,  
 Let all the builders come,  
 And do good service, side by side,  
*Bonus, bona, bonum.*  
 With rapid strokes build strong and high  
 The everlasting stone,  
 Τύπτω, τύπτω, τύπτοιμι,  
 Τύπτε, τύπτειν, τύπτων."

The dedication, which was held on June 19, 1872, was made an occasion for bringing the older alumni together and paying tribute to the former Principal, Gideon L. Soule, who had then completed a period of service that covered fifty years, as assistant to Dr. Abbot, and later as principal. The exercises were opened with prayer by the Reverend John H. Morison; Dr. Andrew P. Peabody, President of the Trustees, made the address. The ode was written by Charles H. B. Snow. At the dinner which followed in the town hall, John G. Palfrey presided. Among the speakers were John Swasey, class of 1801, the oldest graduate present; Wendell Phillips, the Honorable Amos Tuck, the Honorable George S. Hale, Francis Bowen, Judge Jeremiah Smith, Dr. Roswell D. Hitchcock, and Principal Tilton, of Phillips Academy, Andover. Also at that dinner John L. Sibley was revealed as the donor of the Sibley Charity Fund, a disclosure interesting in itself and with much of personal character and self-effacing devotion behind it.

The architects of the new building had been instructed to reproduce the lines of the old building as nearly as seemed advisable; but those were evil days in architecture, the blackest, indeed, in architectural history. The result was a Victorian building of a very common-place type — one of those pathetic efforts of the men of the seventies to express themselves after a me-

diaeval fashion. As a piece of architecture it was a catastrophe. It did, indeed, resemble the old Georgian building in that it had a main section and two wings; but the effect was pretentious and unsatisfactory. The high sloping roof and the useless attempts at ornament were the very antithesis of the noble simplicity of the old hall that John Phillips built. Dormer and gable windows added the last touch to a building that belonged with the black walnut furniture, the "what-nots" covered with bric-a-brac, and the other atrocities of the period.

The building, which was of pressed brick, with sandstone trimmings, had a frontage of 72 feet and a depth of 55 feet; the wings had a frontage of 32 feet and a depth of 72 feet. On the first floor were six recitation rooms, two coat rooms, and central and traverse hallways. On the upper floor was the chapel; the second story of the wings furnished two rooms each, which housed the small school library and were used by the literary societies and the Christian Fraternity. In the summer of 1911 the building was enlarged by an addition at the rear 36 feet by 52 feet, which gave needed room to the chapel and furnished five new recitation rooms. Also, a system of ventilation by forced draft was installed. Previously the ventilation, especially in the chapel, was unspeakably bad.

For over forty years this building was the center of the life of the school. In it were held the daily chapel exercises, the class graduations, school lectures, and the mass meetings before athletic contests with Andover, and in it also thousands of students "spoke their pieces." There, too, presided four of the principals who had governed the school — Perkins, Scott, Fish, and Amen. It had seen the steady decline of the school to its lowest ebb in 1894, and it saw the steady,

healthy growth under Dr. Amen. From it, finally, were held the funerals of two men great in the history of Exeter, Professor Bradbury L. Cilley, and Principal Harlan P. Amen.

But on the morning of July 3, 1914, the old hall met the fate that seems to await every American building: it burned to the ground. The cause of the fire is not known. Summer cleaning and renovation had begun; but those who were doing the work had been careful, and had had no fire, except that in a gas stove, which they had extinguished at four o'clock in the afternoon. An alarm was sounded at 12.35 A.M., but in spite of the efforts of the firemen, it was soon apparent that the building was doomed, and so rapidly did the fire spread that those who responded to the call could save nothing but the desk and some of the works of art from the rooms of Professor Tufts and Mr. Chadwick.

The exact loss cannot be estimated. The insurance amounted to \$60,750—\$50,000 on the building, \$8,250 on the art collection, \$2,000 on furniture and fixtures, and \$500 on the tower clock, which was the gift of Mr. Jesse Seligman, of New York, whose family also gave the tower clock on the present building.

Although the fall of 1914 was a time of great depression and uncertainty, owing to the war, the alumni showed their faith in Exeter by pledging money month by month for the erection of a new building. In a few months the contracts had been let, and the foundations were under way.

The cornerstone was laid November 5, 1914. After the school chorus had sung, Principal Perry introduced the chief speaker, George F. Canfield, '71, President of the New York Alumni Association, who spoke of the buildings of the Academy, early and late, and of the duties of the Exeter men who had been trained in them.

Then the cornerstone was laid by the oldest living alumnus, Dr. Nicholas E. Soule, '35, son of the third principal. The Reverend Edward Green of Exeter made the dedicatory prayer, and the school sang "O God, Our Help in Ages Past."

The new hall, which is a building of great simplicity and beauty, was designed by Cram and Ferguson, who also designed several of the other late buildings. It is Colonial in style, modified by late Georgian. The length is 186 feet 6 inches, and the depth 96 feet 6 inches. The chief material is red, water-struck Exeter brick. A beautiful copper-covered cupola, or lantern, painted white, surmounts the roof. High above the tower rides the good ship "Sidney S.". The pillars of the hall are of marble, of the Ionic order. In the frieze over the door and cast in the bell is the motto written by Principal Soule — *Huc Venite Pueri, Ut Viri Sitis*. The main corridors are of exquisite Vermont marble. There are ten class rooms below, three above, and several conference rooms.

The chapel is decorated with plaster reliefs, among them shields of the United States, the State of New Hampshire, the arms of Exeter, England, and the Phillips seal. Eventually the walls will be covered with oil paintings of men who have been connected with Exeter. On one wall is a bronze tablet to Principal Amen. The inscription, except the last three lines, which are from a sonnet by Mr. James P. Webber, is by DeW. Hyde, '75:



IN MEMORY OF

HARLAN PAGE AMEN, A.M., LITT. D.,

SEVENTH PRINCIPAL OF THE PHILLIPS EXETER ACADEMY

1895-1913

UPBUILDER OF IDEALS AND RESOURCES

TEACHER AND LEADER OF TEACHERS

HELPER OF BOYS TO BE MEN

MODEST, ZEALOUS, THOROUGH, RIGHTEOUS

HE WROUGHT WITH TIRELESS HAND THROUGH CROWDED DAYS

LIKE ONE WHO HASTENED LEST THE ETERNAL SLEEP

SHOULD STEAL UPON HIM ERE HIS WORK WAS DONE

Especially noteworthy is the lecture hall, used for small and informal gatherings. The marble mantel over the fireplace was formerly in Daniel Webster's law office in Boston. On the opposite side of the chapel is the very fine Faculty room, in wood paneling of Georgian design. The chapel bell has in its composition a part of the metal of the bell that was destroyed in the fire of 1914. Is it too great a flight of fancy to believe that as its voice echoes and reechoes through the corridors and the classrooms, it falls upon the sensitive ears of shades that linger there to assure themselves that the old traditions still live and the same earnest work is still going on — the shades of Abbot and Hoyt and Soule and Wentworth and Cilley and Amen?

With the growth of the Academy and the increase in its equipment and facilities, there has naturally and unavoidably been a corresponding increase in the cost to students of the education that it furnishes, especially in the item of tuition and board.

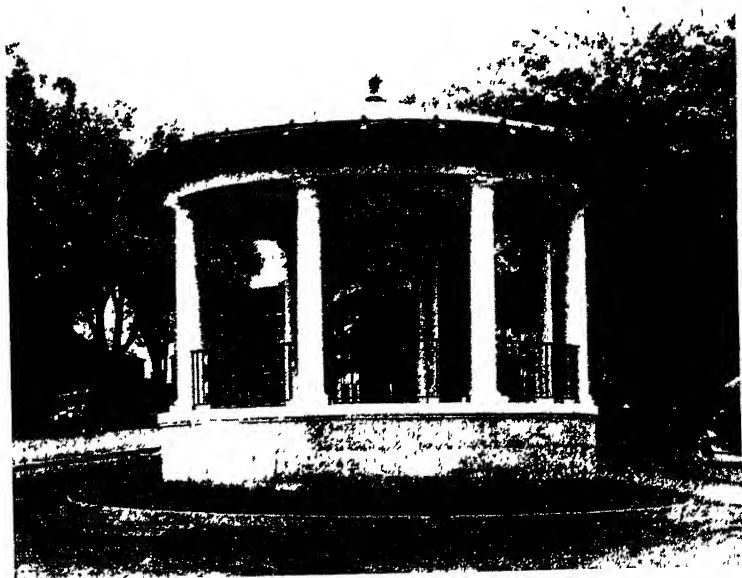
John Phillips planned to make the Academy free of

tuition; but the need of an income to meet expenses at first unlooked for was early recognized. Therefore the Trustees voted on October 10, 1787, "That all quarterly charges necessarily arising from wood, candles, &c., shall be defrayed by a tax, equally proportioned among the students." That was the first levy of tuition; but it was not the last, for the cost of tuition has steadily risen, as have all other expenses of education.

In the tax first levied foundationers were to be exempt; and accordingly with every increase in the price of tuition the Phillips scholarships have been raised, so that the cost to scholarship men has not advanced. By 1809 the tuition was increased to \$2 a year. In 1812 it was raised to \$12 a year. The next increase came in 1849, when the fee was advanced to \$14; and in 1855 it was again advanced, this time to \$24 a year. In 1870 tuition was raised to \$15 a term, or \$45 a year, and in 1872 to \$60 a year. Again in 1890 a change was made. This time the charge was \$30 for the fall term, \$25 for the winter, and \$20 for the spring term. On coming to the principalship Mr. Amen stipulated that in 1896 the tuition should be advanced to \$100 a year. Again, in 1899, he asked for still another increase, and the new rate was set at \$150 a year. An increase to \$200 a year was made by the Trustees for the fall of 1918 and following, at the suggestion of Principal Perry, who felt that unusual expenses owing to the war could in part be met in that way. Beginning with the school year 1920-1921 the tuition fee was raised to \$250.

Steady as has been the increase in the cost of tuition, it has no more than kept pace with other costs, both to the school and to the student. For many years the cost of board to students was not much over a dollar

a week; and both room and board could be had in private families for less than two dollars a week, often including washing and mending. In 1855 the cost of table board was from \$1.30 to \$1.50 a week in the boarding houses under the direction of the Academy, and from \$2.25 upwards in private families. As is related elsewhere, many students kept their expenses down by clubbing together for board, under charge of the Academy. In 1900 the cost of the plainest board, that provided in the Abbot Hall dining room, was \$3 a week, and board in private houses from \$5.50 to \$7. When Alumni Hall was built, with its far better service, the cost increased to \$5 a week, and later to \$5.50. By the fall of 1918 it had reached \$6 a week. The cost of board in private boarding houses had also been steadily raised, always a little in advance of the school halls, until in 1918-1919 it was \$8 a week. And even at those higher rates there is a smaller percentage of profit than years ago when prices were lower.



TWO ART WORKS IN THE TOWN OF EXETER



## CHAPTER XVIII

### STUDENT ORGANIZATIONS: THE LIGHTER SIDE OF SCHOOL LIFE

Among the most interesting of the intellectual activities of Exeter students, aside from the curriculum, are the Academy periodicals.

**I**T WOULD be difficult to exaggerate the importance of the *Exonian*,<sup>1</sup> the *Pean*, and the *Monthly*.

The first attempt at journalism among the undergraduates dates from 1871, when John B. Olmstead, Benjamin C. Starr, and William W. Sleeper, under the heading of "Exetonia," edited the columns of a small weekly paper published at Patten and Sherman's Mills, Maine. The enterprise soon failed, however, and it was not until 1878 that the *Exonian*, the first newspaper published by undergraduates in an American secondary school, was established. It was founded by Ernest H. Mariett, Ernest B. Balch, and William N. Needles, Jr. They had had no experience in editing a newspaper, but what they lacked in technical knowledge they made up in enthusiasm. The first issue, in giving a reason for its existence, said in part: "Feeling that we are inclined, both on account of the animus of the discipline of the Academy and our purpose in coming to this institution, to exalt unduly the importance of mental labor and disparage physical culture, we have projected this paper." The early issues contained a series of humorous thrusts at the slowness

<sup>1</sup> Cunningham, p. 279.

of Academy workmen in repainting Abbot Hall; and sonnets and long efforts in verse abounded. But slowly the paper settled down to its proper work of printing Academy news and furnishing a medium for the discussion of school problems.

The price was at first fifty cents a term, but in June, 1878, it was advanced to seventy-five cents a term, or two dollars a year. Since the fall of 1899 the price has been one dollar a term, or two dollars and a half a year.

For ten years the *Exonian* appeared every Saturday during term time; but beginning with the issue of September 19, 1888, and continuing the practice ever since, it has appeared, except for a short time during the Great War, on Wednesdays and Saturdays of the school year.

When the *Exonian* was founded, the Faculty, remembering the earlier attempt at journalism, was decidedly conservative, and it was with difficulty that the ambitious editors obtained consent to publish the paper. Some of the early editorials were unduly free in criticizing the way in which the Academy was governed; but Principal Perkins wisely pointed out how such matters should be discussed, and the *Exonian* continued to appear.

When it was six months old, the *Exonian* (on October 12, 1878) remarked with smug complacency: "Andover has envied for some time *The Exonian* of Exeter. And it is strange that a school paper has not been started there. Steps have at last been taken to have a school paper which shall be published bi-monthly. . . ." This is the first reference to the *Phillipian*, which performs for Phillips Academy, Andover, what the *Exonian* does for Phillips Exeter.

The *Exonian* from time to time prints cuts of the athletic teams, new buildings, members of the Faculty, and alumni; it reflects as does nothing else the growth of the school. Best of all it gives the undergraduates a medium for expressing their views on school matters.

The second publication by undergraduates that has become permanent at Exeter is the *Pean*. The first number, which appeared in June, 1880, is a pamphlet containing accounts of the doings of the classes, and some rather crude drawings. It attained an immediate popularity with the students, but not with the Faculty, to which that and some of the later numbers dealt vigorous blows. As a result the *Pean* was published secretly and anonymously until an acceptable method of editing it was adopted. On the first page of the first issue appears this quotation from Xenophon, *Hellenica*, II: ἐξάρξω μὲν οὖν ἐγώ, ἥνιχ' ἂν χαίρῃς ἦ, παῖδνα.

The first editorial says: "Our *Alma Mater*, first in football, first in baseball, and first in the hearts of her cherished children, has long felt the need of a catalogue free from the prejudiced F-c-lty; of an index to the growth and prosperity of her institutions; and a faithful reflector of the literary, athletic, and social relations of her students. . . . The *Pean* is a song of triumph, not a wail of despair."

The first board of editors was not named; but it consisted of Charles A. Strong, D. Hunter McAlpin, and Lawrence E. Sexton. It is said that Emlyn M. Gill made some of the drawings.

The *Pean* met so much opposition from the Faculty that publication was omitted in some years; in others it appeared surreptitiously. No number appeared in 1882, 1883, 1889, 1890, or 1896. The issue of 1891 was of unusual merit; the photographic illustrations



were the best that have ever appeared in the publication. The issue for 1897 reverted to ridicule of the Faculty of so objectionable a character that a Faculty censor has since passed upon all the copy for the *Peau* before the editors are allowed to put it into type.

Until 1886 voluntary effort in English composition in the Academy was confined chiefly to the literary societies, but in May of that year appeared the first number of the Phillips Exeter *Literary Monthly*. The managing editor was John L. McMurray, and the associate editors were Albert Lee, Carl B. Hurst, William B. Hinckley, Campbell McMichael, and Jeremiah Smith, Jr. Charles L. Withrow was the business manager. The purpose was to promote pure literature. Fiction, book reviews, and verse made up the numbers. The *Monthly* went on, though rather precariously, until 1899, when publication was discontinued until 1907. Then, under the stimulus of Professor Cushwa, it was revived. The new managing editor was David W. Houston, Jr., and the other editors were Robert C. Benchley, George L. Buck, Mark W. Burlingame, George S. Phenix, Nelson C. Hyde, and Paul H. Kruschwitz. The business manager was Harry S. Goldey. The paper encourages work in English, and many of its editors "make" college papers. In spite of studies, tennis, and the "movies," the *Monthly* still claims a fair share of interest.

The *Academy Bulletin*, founded in 1905, provides an excellent means of communication between the school and the alumni. It was begun through the efforts of Professor Kirtland, who in its first years, gave it his painstaking care. In December, 1907, the editorship fell to Mr. Ford of the Faculty; and since 1908 the editors have been Professor Cushwa and Mr. Charles E. Atwood, '77.

Like the *Exonian*, the *Bulletin* was a pioneer in its field; and has since been imitated in other preparatory schools and in colleges. The Academy never advertises in magazines or papers, and it will never need to so long as the *Bulletin* reaches the ever-growing body of alumni, to whom it goes four times a year, one issue being the annual catalogue.

The issue of October, 1917, is typical. Besides the editorial notes, it contains a table of representation by states of the students for the year, an account of the Tuck-Curley gift, a sketch of the newest Trustee, Thomas W. Lamont, and articles on the opening year, Exeter men in the war, the new gymnasium, the restoration of the first recitation building as a Faculty club house, the River Path, the centenary celebration of the Golden Branch, the Merrill lecture course, the Pacific Northwest Alumni dinner, and other news of the school and the alumni.

The problem of secret societies in the school has always been troublesome, and the question whether they should be permitted has been argued at length. The effect of the discussion has been to permit them to exist, but to limit the number of them and to keep them in check.

The Golden Branch Literary Society, which was founded in 1818, was at first a secret society in its meetings and initiations. Since the school numbered only between sixty and seventy, and membership in the Golden Branch was limited to fifteen, a great deal of jealousy and heartburning resulted among those who failed to be elected. The non-members accused the society of setting up false standards and of being arrogant and snobbish, and there was a bitterness of feeling that will be referred to again presently.

The first fraternities in Exeter were organized in the

late seventies. The earliest one mentioned was the Pi Kappa Delta; another, the Sigma Pi Alpha, is first named in the *Pean* of 1884, and two others, the Phi Epsilon Kappa and the Phi Sigma Phi, were organized soon after that. All of them were objectionable in that they openly opposed Faculty authority. They held initiations at unreasonable hours of the night, and often maltreated the neophytes. Visits to an old burial vault, lighted by a few candles that threw fantastic shadows on the coffins ranged about, were supposed to test the nerves of the initiates. The result was that in 1891, Principal Fish abolished the secret societies, one and all. Some of the Faculty tried to save the situation by having certain of the objectionable features changed, but their efforts were nullified by one of the fraternity leaders who declared that he would rather see the societies disbanded than to change any of their ancient traditions and practices.

The early societies elected one or two Faculty members but gave them no opportunity to change the worst features. Mr. Fish, therefore, besides disbanding the societies, required the students to promise that they would neither join nor maintain any other secret fraternity. But some acute student discovered that an oath made under duress is not valid; he and a few others therefore organized, in 1891, a new fraternity, which maintained a clandestine existence until 1896, when Dr. Amen decided that fraternities might again be formed.

The lifting of the ban resulted in the founding of Phi Epsilon Sigma, in January, 1896; of Kappa Epsilon Pi, in February, 1896; of Kappa Delta Pi, in April, 1897; of Kappa Beta Nu, in November, 1901; of Alpha Nu, in January, 1903; and of Phi Theta Psi, in May, 1914.

The societies are now under the direct supervision of members of the Faculty, who are not mere honorary members. The result is that the evils have been limited, though not entirely eliminated. Kappa Beta Nu was abolished by the Faculty in the fall of 1908.

For a number of years after the readmission of the fraternities in 1896 some of their doings were objectionable. At public initiations, the neophytes appeared at class and on the streets in fantastic garb, sold peanuts, and did other silly things. One society ended its initiation ritual by branding the neophyte slightly with a glowing cigar. Members of societies may not now be distinguished by any peculiar mark or dress, and other of the more glaring evils have been abolished.<sup>1</sup>

The best-loved Exonian of his decade, the late James J. Hogan, '01, refused all bids to join a fraternity, because he believed that joining might keep him from mingling freely with non-fraternity men. He well knew, however, the power of those old associations of the societies that bind alumni to the school, so he accepted an invitation and was initiated the night before he graduated.

The literary societies at Exeter hold a place that is at once unique in their services to the members, and in their sacredness to "old boys" in associations and memories. In them many a boy at first shy and self-distrustful stammers his first real public speech; but at the end of a few months he is transformed. No longer shy and self-conscious, he thinks quickly and accurately, and springs confidently to his feet to debate for or against some theory of life or politics. He learns to give and take, to recognize true logic from false, and to stand on his own merits. Many an Exeter graduate treasures

<sup>1</sup> For a full discussion of fraternities, see *Bulletin*, March, 1913.

this training, and the intimate friendships that he formed under the loyal oath to abide by the constitution and by-laws. It is not uncommon to hear a graduate remark that as a student he gained more from one of the societies than from any study which he pursued in the Academy.

The earliest literary society in the Academy of which any record remains was reorganized in 1812 under the title of "The Rhetorical Society." It was probably the first of the kind in any American secondary school. It existed till July 15, 1820. The Golden Branch had already been organized, and it seems likely that the older and feebler society ceased to exist merely to permit its members to join the new one.

The Golden Branch was founded July 16, 1818, largely through the efforts of Charles Soule, who entered the Academy in 1815, and Professor Hosea Hildreth, who wrote the constitution and by-laws. The ten original members were John G. Merrill, David R. Straw, George W. Gordon, Jonathan Ward, Jr., John Kelley, William A. Whitwell, Elijah Colburn, Thomas W. Dorr, John P. Robinson, and Charles Soule. Mr. Soule was the first president. The name for the new venture was taken from Virgil's *Aeneid*, VI, 136ff:

"Latet arbore opaca  
Aureus et foliis et lento vimine ramus,  
Junoni infernae dictus sacer."

At the first meeting this question was vigorously debated: "To which should we submit with less reluctance, the privation of sight or hearing?" In other words, "Which should you rather be: blind or deaf?"

The early presidents exhorted the "brothers" to stand together against outsiders. Their attitude, combined with the secret oath and the mystic symbol of



Phillips Church

Dunbar Hall

Webster Hall

Davis Laboratory

Academy Building

The Yard

Thompson Gymnasium



the society, "F. S. T.," aroused bitterness among those who were not members. For years the number who were admitted was only fifteen, and since the school contained from sixty to seventy boys, hardly one boy in five was a member. The insolence and condescension of the members sometimes led to open warfare between the two factions, and there was always smoldering hatred. The controversy came to a head on April 19, 1841, when those who were opposed to the Golden Branch met and adopted vigorous resolutions against the society. They styled the attitude of its members as that of "*Noris nos; docti sumus.*" To give further weight to their protests, the malcontents founded a new society, the Phillips Debating Club, but Principal Soule summarily expelled the five ringleaders on the ground that they had founded a society without his permission. Those who were thus expelled published a long and able defense of their action. They argued that they had been expelled without hearing, as if they had been idle and vicious. Some of them were readmitted after a proper apology, but others refused to apologize and never returned.

The result of the upheaval was that on August 19, 1841, the Trustees voted "That the Constitution and Laws of the Golden Branch Society be so altered and modified that the society shall be merely a private one with no secret or secrecy in their exercises or proceedings." They also voted that the Trustees in Exeter be authorized to superintend all affairs of the society. The mysterious "F. S. T." was found to be merely a schoolboy's motto, standing for "Friendship's sacred tie." Even the end of the secrecy, however, has not dimmed the sacredness of that motto to many an Exeter man.

For many years the Golden Branch had a collection



of minerals and curios, to which boys from all over the country contributed. The list of contributors still survives, but in the late eighties the society sold the collection, much to the chagrin of the Faculty and the alumni. The library of the society is large and useful, comprising several hundred volumes, among which are some rare and valuable first editions. The roll of membership includes some of the best known of the alumni of the academy.

In 1824 the custom was instituted of having the president deliver an inaugural address. Of late years the addresses have become more or less perfunctory; but in the early days they were semi-florid, perfervid speeches in which the speaker led or dragged his hearers from the days of Greece and Rome down through the ages. The deviousness of the trail was limited only by the knowledge of the speaker in the curious and intricate by-paths of history. The address on the death of Principal Abbot in 1849, however, was one of great sympathy, insight, pathos, and depth, and does the writer much credit.

The Golden Branch early adopted the plan of electing to honorary membership men of prominence who loved and served the school. In the long list of men who were glad to accept honorary membership are the names of Lewis Cass, Daniel Webster, Charles Sumner, John G. Palfrey, Theodore Parker, Jared Sparks, James T. Fields, Ralph Waldo Emerson, John G. Whittier, and Phillips Brooks. On June 12, 1878, Emerson delivered an address on "Education" in the chapel under the auspices of the society. The honorary member of whom the Golden Branch is most proud was Daniel Webster, whose letter to the society appears on an earlier page.

The Golden Branch still offers excellent training in

speaking, essay writing, and debate, both formal and extemporaneous; and best of all it still binds together in firm, lifelong friendship its members under those still potent letters, "F. S. T."

By a strange turn of the whirligig of time, the new literary society that was founded in 1881, took the name of Gideon L. Soule, the man who so vigorously put down the first rival of the Golden Branch and expelled the founders. The school had grown from sixty-five to over two hundred, and needed a larger opportunity for speaking and debate. Among the charter members of the new society were George P. F. Hobson, John M. Merriam, Frank H. Cunningham, who wrote the first history of the Academy, and Thomas Hunt, all of the class of 1882. The society adopted as its motto, "*Fortiter, fideliter, feliciter.*" For the most part it has had plain sailing, and has been a useful supplement to its older brother. But in 1893 it was discontinued owing to lack of interest. In February, 1894, however, at the urgent request of the *Exonian* it was reorganized.

Yearly debates between the rival societies are held, and arouse much interest and enthusiasm. Occasionally a set of books is given as a prize to the society that wins a series of debates extending over several years, and once the annual debate was enlivened by the award of a portrait and autograph letter from President Taft. No more valuable training than these two societies afford can be found in the Academy. When debates with the Harvard Freshmen and with Andover were held, the Exeter team was chosen at trials open to the whole school, but the men who were picked were almost always those from the two debating societies. Occasionally, however, some debater of ability was found outside of the societies. It is a matter of pride

that in spite of the many interests of schoolboys of today, the two societies still flourish.

For several years beginning in 1899, the Exeter team debated with Freshman or Sophomore teams from Harvard, and was almost always successful. In 1906 the first joint debate with Andover was held, and resulted in a victory for Exeter. Andover won in 1907; then for seven successive years Exeter was victorious. In 1915 Andover again won in a spirited contest; but owing to decreasing interest in debating, voted in 1916 to discontinue the debates with Exeter. The interschool debates never failed to stimulate interest among both students and townspeople, so that a large audience always assembled. Most of the debating teams at Exeter have been coached by Professor James A. Tufts, to whose care must be assigned no small credit for their success.

But the literary societies do not depend entirely on debates for their programs. There is usually a selected reading, an original essay, and an extemporaneous debate, besides the formal or prepared debate. At the close of the meeting a critic makes a report on everything that seems to him open to criticism, such as mispronounced words, faulty gestures and weak arguments. Altogether those who attend the meetings derive a great deal of good from them. The societies hold annual dinners which furnish a pleasant meeting for the members and a few of the alumni.

No Academy organization is more typical of Exeter than the Christian Fraternity. It was founded April 13, 1856, by eight students, for the purpose of holding prayer meetings. The secretary of the day recorded: "A few young men of P. E. Academy met this evening for the first time to hold a prayer meeting. . . . It

was proposed that we should all kneel and ask God in prayer for divine guidance and direction."

The original eight were George W. Barber, George W. Atherton, Timothy S. Dodge, Daniel B. Fitts, Albert L. Norris, Samuel C. Richardson, Hiram M. Sanborn, and Algernon S. Symmes. A constitution was drawn and signed, and the approval of the Faculty was obtained. At first the prayer meetings were held on Wednesday and Saturday afternoons; but the midweek gatherings were soon abandoned for Sunday evening at seven o'clock.<sup>1</sup>

The semi-centennial of the Christian Fraternity was celebrated June 17, 1906. Two of the five surviving charter members were present, the Reverend Mr. Barber, of Bridgton, Maine, who delivered the address, and Dr. Norris, of Cambridge, Massachusetts. The others who were living at the time were Messrs. Atherton, Dodge, and Fitts. Mr. Atherton died in July of the same year.

The meetings of the Christian Fraternity are in the hands of the boys themselves, though members of the Faculty are often present. Of late years the philanthropic work of the Academy has been done through the Fraternity, under the direction of a member of the Faculty. The annual budget amounts to about \$3,000. The money is raised among the students by popular appeal, and is used for the Jacob Riis Settlement, for relief work, and for similar causes. In the fall of 1917 the Academy stood second among institutions in the state that raised money for the Y. M. C. A. war fund. Its total was \$4,650.

The only break in the history of the Fraternity came in 1899, when an attempt was made to convert it into

<sup>1</sup> An account of the anniversary appeared in the Bulletin, September, 1906.

a branch of the Y. M. C. A. For a time delegates from that association dictated the policy of the Fraternity and in other ways interfered with its work. Thereupon the members rebelled and returned to the old organization. Since then the individuality of the society has been preserved.

Another kind of club that has always been numerous at Exeter is that in which the names are drawn together by a common interest. A number of students suddenly discover that they have a common hobby, and celebrate the discovery by forming a club. Among such organizations are the Dramatic Club, the Whist, the Bicycle, the Mask and Wig, the Snow Shoe, the Toboggan, the Gun, the Chess, the Camera, and many others.

There are also sectional clubs, such as the Southern, the Western, and the Empire State.

The first orchestra at Phillips Exeter was probably founded in 1875-1876, by Edward H. Hastings, Ethan A. Reynolds, Albert A. Howard, Oscar E. Shrader, and William D. Baker. Later they were joined by Charles E. Hamlin, Ernest B. Balch, and Charles E. L. Wingate, and the orchestra was launched under the title of "The Musical Sodality." At present it is a regular part of the musical clubs. The glee club was organized soon afterward. It led the chapel choir, and on pleasant evenings sang under the trees.

Musical life in the Academy is fostered in every way. Each department receives careful drill, and several concerts are given every year—one in Jordan Hall, Boston, and others in Amesbury and Haverhill. But best of all is the annual joint concert with Andover. The visit to the rival school on alternate years is a source of inspiration and pleasure to both schools.

As early as 1887 a dramatic club was formed; it flourished and languished; resolved itself into the Mask

and Wig club, and occasionally gave "barn-storming" plays. Under the Modern Language department in 1896 Labiche and Jolly's "La Grammaire" was given; and in 1897 the German play, "Die Hochzeitsreise." In 1898 two one-act comedies, "The Violin Maker of Cremona," and "My Uncle's Will" were successfully presented, and in the spring term of that year, under a skilled director, "The School for Scandal," was given with a great deal of credit. Then for a time the club was given up. English plays, except those mentioned, brought but little profit for the time and effort expended. Most of the actors were inhospitable to coaching and rendered or rended their parts as they chose; but when Mr. James P. Webber was appointed Instructor in English, he revived the dramatics and for more than a dozen years he has presented plays with unvarying success. His intimate knowledge of the stage and of speaking makes his drilling of the cast a matter of great value. Among the plays that have been given are "The Rivals," "The Bells," "King Henry V," "Treasure Island," "Sherlock Holmes," and "Penrod."

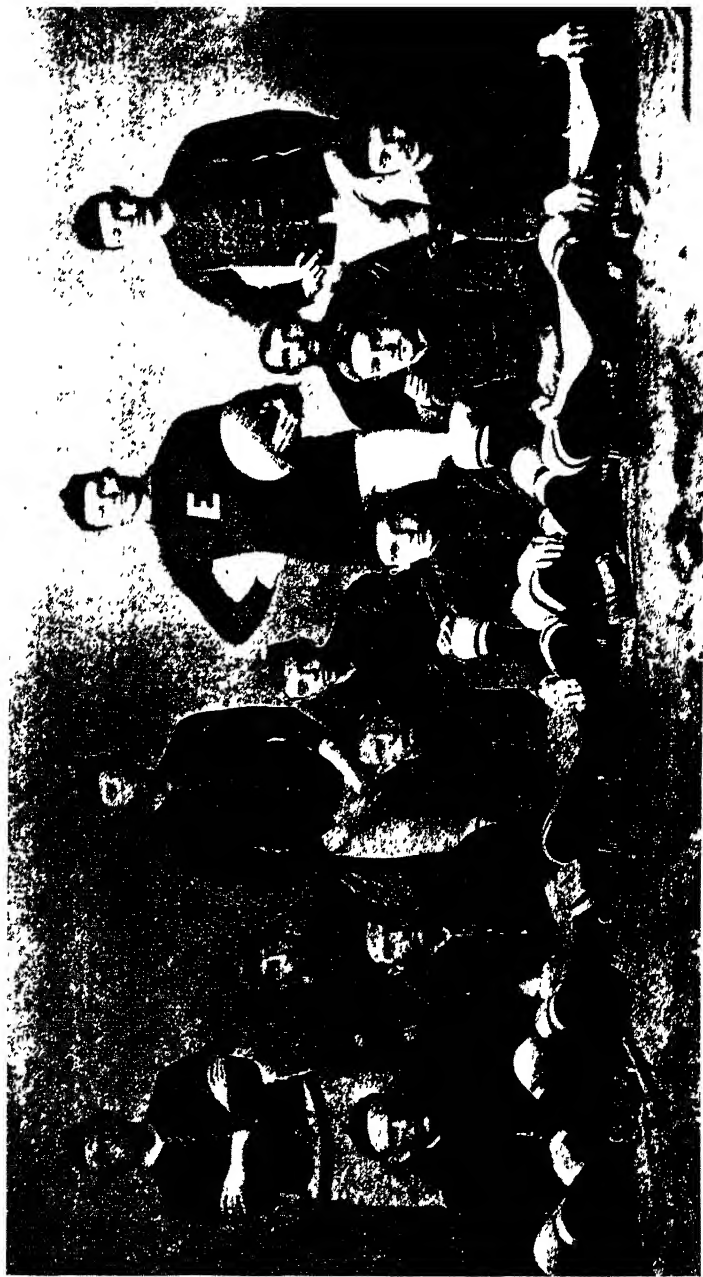
## CHAPTER XIX

### FOOTBALL: THE GAME OF GAMES

**T**HOUGH all sports are fostered at Exeter, football reigns supreme. The first few days of the fall term see nearly every man in school out for football. Gradually the squad is thinned, and the unfortunates reluctantly go to the class teams or to some other sport; but their eyes are always on the first squad, and any hint from the coach will send them proudly scurrying from class and hall teams to the school squad. Many a good first team man, incidentally, has had his training on the minor teams. Nor is the worship of football confined to the undergraduates. Baseball and track call back alumni by scores for an Andover contest; sometimes even hundreds will return from New York and Boston; but football calls them back from half across the continent. Occasionally an old graduate will journey clear from Seattle or Tacoma to watch the battle royal of an hour on the gray November gridiron; and if the school happens to win he never counts the cost. It brings him to his feet to see a Hart, a "Tad" Jones, a Brickley, or an Eddie Casey spurn tacklers and make a touchdown.

Just when football was first played at Exeter is shrouded in the mists of antiquity. Alpheus S. Packard, who entered in 1811 says<sup>1</sup> that the game was the popular fall sport, and it had long been played here at

<sup>1</sup> Cunningham, p. 232.



FOOTBALL TEAM, 1881





that time. The early games were pretty loose affairs, no account being taken of the numbers on a side. Those who sat on the north of the main aisle of the Latin room opposed those who sat on the south, and every agile and rugged boy was expected to take part. The game was purely a kicking contest; no carrying of the ball was allowed.

Perhaps Exeter has inherited a fondness for football that goes back to the early days of John Wheelwright, the founder of the town. He and Oliver Cromwell were college mates at Sidney College, Cambridge, England. Of him Cromwell remarked<sup>1</sup> "that he was more afraid of meeting Wheelwright at football than he had been since of meeting an army in the field, for he was infallibly sure of being tripped up by him."

Edward H. Daveis, 1832, says:

"Football was our great game, and was keenly exciting to the boys. The side with the first kick opened the game by 'warning' the ball, the compliment of warning being generally given to the best player. A good deal depended on that first kick. After the warning was given the opposite side rushed on. It was held dishonorable for the players to use their hands, but we could butt with our shoulders. I was a pretty good football player for a light weight, and could run very fast, fleetness being an advantage in a game which was one continued race. I remember I used to count the black and blue spots inflicted on my shins during the games with great pride."

For many years the game remained practically unchanged.

George T. Tilden, 1863, says:<sup>2</sup>

"We had just paired off, the Juniors and Middlers against the Seniors and Advance, for a game of football, and Hunnewell was to give the 'warning kick.' . . . I was far from being one of the big boys, and seldom found it worth while to get into the 'rush.'"

<sup>1</sup> Bell, *History of Exeter*, p. 5.

<sup>2</sup> Cunningham, p. 54.

A famous interclass game was played in the fall of 1874 between 1875 on one side and the combined classes of 1876 and 1877 on the other. "Tom" Ashbrook was captain of '75, and gallantly led his smaller band of thirty or forty men against pretty nearly a hundred of the foe. One of his chief helpers in the fierce onslaughts was "Hal" McCord; and towards the end of the fray Harlan P. Amen, the late principal of the Academy, did yeoman service. Towering above his classmates on the side of '75 was Judge "Plupy" Shute. Association football was always a prime favorite for settling personal grudges; and in this game, the ball having got stuck in a fence corner, the greater numbers of the lower classes gave them a chance to kick freely the shins of '75. The end of the game was approaching, and there had been no score. In a last frantic appeal Captain Ashbrook shouted to his followers, "Oyster stew for the crowd at Hervey's if we win!" That inducement gave the needed fire to the cohorts of '75, who went in and won. As prizes, each man of '75 received a little rubber medal, and a miniature rubber football.

Until 1877 only association football was known at Exeter, played with the well-known round ball. In the fall of that year the first oval Rugby footballs appeared. They were bought merely as a curiosity. The modern game had not yet come in. That fall, however, there came a challenge from Andover for a match at Rugby, which Exeter was obliged to decline, since it had no Rugby team.

In the fall of 1878, Exeter accepted a challenge from Andover, and on November 2 journeyed about eighty strong to the school on the hill for the first football game. Exeter was easily defeated 22-0, according to the modern way of scoring. One reason for the defeat

was that previously the Exeter men had played only informally among themselves; they had played no other match that season. Nevertheless, Exeter played a spirited game and thoroughly enjoyed the hospitality of their hosts. The playing of Shattuck of Exeter was especially commended; and Rogers and Corwith were the star players for Andover. Full of enthusiasm, the Exeter men returned from the fray, and sought a return match that same fall, but Andover declined. The primitive style of the game can be seen from the terms used. The periods of play were "innings"; the backs were styled "tends" and "half tends." Twice, the *Exonian* records, play was delayed by cane rushes between Andover classes, "in which the Andovers seemed to find a great deal of pleasure." Imagine a modern game interrupted by a class rush! After the game the Andover men gave a supper to the eleven and some of its supporters, a courtesy that the Exonians appreciated.

The next year found Exeter strong for the modern game of football. The first game of the season, that with Adams Academy, resulted in a tie; later Exeter defeated the Harvard Freshmen by one goal and three touchdowns to nothing. The game with Andover resulted in a victory for Exeter by the score of 18-0. The running of Captain Hooker, and of Bean, an Exeter "rusher," or line man, was noteworthy, and J. Byron and Towle also laid solid foundations for Exeter football traditions by their running and punting.

The score in 1880 was a tie, 8-8; but by building up fine backfields Andover won the next four contests, 6-0, 12-0, 15-6, and 11-8. The last defeat named, that of 1884, came as a bitter dose to Exeter. It was won by Andover's superb fighting spirit, and lost by gross overconfidence on the part of Exeter. Before the

game the *Exonian* openly accused the school and the eleven of overconfidence. There was some reason for confidence, since Exeter had scored 154 points to her opponents' 10, as follows: Boston High and Latin, 52-0; Tufts, 34-0; Gentlemen of Boston, 22-6; Chauncy Hall, 46-2. The punting of Wurtenberg, and the all-round playing of Cranston, later of Harvard, and that of Harding and Bass of the Exeter team had been superb throughout the season. But over confidence on the part of Exeter must not detract from the determination of the Andover team to win, which brought a well-earned triumph. Andover proved again the truth of the common assertion that when Exeter and Andover meet, the under dog usually wins.

In 1883 the modern method of scoring was first used; until then the scores had been counted by touchdowns, goals and safeties.

In 1885 Exeter had a veteran team, and beat Andover 33-11. The score was first given as 29-11, but the *Exonian* of November 21, 1885, contains a letter from the referee, Mr. Walter B. Phillips, to the effect that the score should have been 33-11, not 29-11, since he had forgotten one touchdown made by Exeter! The large score was due to the work of Captain Wurtenberg, Bass, Cranston, Harding, and Tracy. Bass is now a well-known newspaper man, and during the Great War was a correspondent with the Allied Armies at the front, having served his apprenticeship in the Russo-Japanese War and the Balkan Wars.

The fall of 1886 saw Exeter at work with a veteran eleven. Cranston, Harding, and Morison were playing their third season for Exeter, and Edward H. Fallows, director of the new gymnasium, was coaching the team. Captain E. W. MacPherran inspired his men to splendid efforts; yet the early season was disappoint-

ing. The team tied the Gentlemen of Boston 4-4, beat Tufts 18-8, lost to M. I. T. 18-6, won from Harvard Freshmen 30-5, and entered the Andover game a puzzle to its friends. But once the game was on, there was no doubt of the outcome. MacPherran's dashes down the muddy field, and the battering-ram charges of the great and to-be-greater "Lee" McClung swept Andover back irresistibly. Both of those players worked themselves into a sort of berserk frenzy that inspired their followers with zeal and their opponents with awe. The final score was 26-0 in favor of Exeter.

John S. Cranston, captain of the 1887 team, had felt the sting of defeat by Andover once, and had twice tasted the sweets of victory. He now led his troops by forced marches into the realms of grim play. He himself played in the line. Behind him were the veterans Harding, McClung, and Morison, as halfbacks, and Farquhar, as fullback. They swept the field, and set a score of 44-4 that stood as a record for Exeter-Andover football until in the fall of 1914 "Eddie" Casey's eleven scored 78-7. Cranston's eleven was coached by the new director of the gymnasium, Albertus T. Dudley. As yet no regular coach had been hired.

Andover won the game of 1888 by a clever criss-cross play. The following year there was no contest. In 1890 and 1891 Andover also won, by the scores of 16-0 and 26-0; but in 1891 Exeter held Harvard to a score of 17-0, the best showing ever made against the University at Cambridge; and in 1892, under the leadership of T. Turner Thomas, a 150-pound halfback, Exeter won from Andover impressively by the score of 28-18. For that contest Exeter had adopted the "V" or flying wedge. The next year Exeter again

won, this time 26-10. There were no games with Andover in 1894 and 1895.

The fall of 1896 found Andover with a strong eleven. Shirley Ellis, perhaps the best hurdling back who ever played for Harvard, was a guard; and with such backs as Burdick, White, and Elliott, Andover was unbeatable, and won, 28-0. Exeter had some good men, such as Zimmerman, who afterwards played at Pennsylvania, and Kasson and Greene, the latter of whom played center on "Dave" Campbell's eleven at Harvard. Exeter had Maurice Connor that year as a temporary coach, and "Ma" Newell of Harvard as his assistant.

In 1898 Captain "Bill" Higley led a strong eleven against Andover on the Exeter campus. Of the members of this team Greene and Baldwin made the Harvard team, and Jones was kept out of the Yale game only by an injury. Hogan, whom Yale men loved and Harvard men feared, played tackle, and the backs, Miller and Lynde, were full of power. The day was foul, for rain and snow fell till noon, but classes were dismissed after chapel, and the students cleaned the gridiron with shovels and brooms. Even then the lower end of the field was a quagmire, and in five minutes after the first whistle friend and foe were a steaming, indistinguishable body of mud-covered warriors. The battle was desperate; it was hard to keep a footing, and often the runner slid after he was downed. In the first half Exeter made two touchdowns and kicked both goals, and early in the second half made another touchdown and a goal — a total of 18 points. Then Andover, which had seemed powerless, made two points on a safety. That gave a new life to the game, and in the next few minutes, aided by a blocked punt and a penalty which gave Andover the ball on Exeter's ten yard line, Andover made two

touchdowns and kicked the goals, which made the score 18-14. Exeter was obviously weakening, but held grimly. Those who were sure that Andover was on the road to another score and victory were not aware that when the whistle blew that ended the game Exeter had just taken the ball on downs on the Exeter 30 yard line and was preparing to kick out of danger. Nevertheless every credit is due to Andover for making a magnificent rally that all but won. It may be remarked in passing that in the history of Exeter-Andover contests the team that has scored first has always won the game, except in 1880 when the score was a tie, 8-8, and again in 1922 when Exeter came from behind and won. A large share of the credit for the victory of 1897 is due to Coach Walter McCornack, the former Dartmouth quarterback, who coached Exeter in 1897, 1898, 1899, and 1900. During this time Exeter won twice, lost once, and tied once. He was the first regular Exeter coach.

A 0-0 tie score ended the season of 1898 unsatisfactorily. The next fall Andover's superb team, on which were such players as Ralph Davis, Kinney, Bloomer, Rafferty, and Matthews, won a 17-0 decision. The terrific drives of the Andover backs were as fine as were ever seen on a football field. Captain Hogan of Exeter refused to accept an "E" sweater, but gave it to a substitute. The next year, however, Exeter had a strong team. It lost to Dartmouth 10-0, tied New Hampshire College 0-0, and tied M. I. T. 6-6, but won from Andover 10-0. A feature of the Andover game was the extraordinary punting of Brill; against the high wind he punted fully as far as his opponent did with the wind. The following year also Exeter won, this time by 5-0. Brill was captain, and Perry Hale of Yale was coach. Exeter had a team that should have



won by a large score, but it muffed almost every punt during the game.

From 1898 to 1902 Exeter furnished the first football training for many subsequent college stars. The greatest teams ever turned out at Dartmouth were composed largely of Exeter men. The Dartmouth team of 1903 which played the first game in the Stadium and defeated Harvard 11-0, was captained by Myron Witham; the other Exeter men on the team were "Heinie" Hooper, "Joe" Gilman, "Mary" Dillon, and "Bill" Knibbs.

In 1902, when C. D. Swain was the coach, Exeter lost a loosely played Andover game, 29-17. Neither team was strong in defense; therefore the team that had the ball most of the time scored the most points.

In 1903 Exeter turned the tables and won, 14-11. That year the coach was E. N. Robinson, of Brown, who also coached the baseball team with success. Of the 1903 team Hart, McCormick, and MacFadyen later played at Princeton, Vaughn at Yale, Greene at the University of Pennsylvania, and Bankhart at Dartmouth.

In 1904 Exeter was also represented by an all-star squad, including "Tad" and Howard Jones. The score of 35-10 shows about the relative merit of the Exeter-Andover teams. Andover scored a field goal, and later made a touchdown and kicked the goal when it had grown so dark that friend and foe looked alike. As one of the players remarked, "You had to tackle every man to be sure of stopping the man with the ball." That year the coach was Fred W. Murphy, of Brown. Exeter won from all opponents, the score being Exeter, 172; opponents, 12. She defeated New Hampshire College, Bowdoin, Bates, Dean Academy, Harvard Freshman, Harvard Second, and St. Alphon-

sus A. A., which scored a safety of two points. It was well that Exeter had a good record that year; for eight lean years were to follow, in which Andover won every football contest.

During those lean years the games were always well fought, generally close, and furnished excellent sport. The coaches for that period were Jim Hogan of Yale in 1905, 1906, 1907; John Glaze, Dartmouth, in 1908 and 1909; Fred Murphy in 1910, and Gus Zeigler, University of Pennsylvania, in 1911 and 1912. Both schools produced some great players. Among the best at Exeter were Sam White, who won a Princeton championship; Macgregor of Princeton; Tom Wilson, also of Princeton; Mitchell of Brown; Cooney and "Pie" Way, of Yale; Dickerman of Princeton; and Brickley of Harvard. But in spite of those stars Exeter scored only 11 points to Andover's 109.

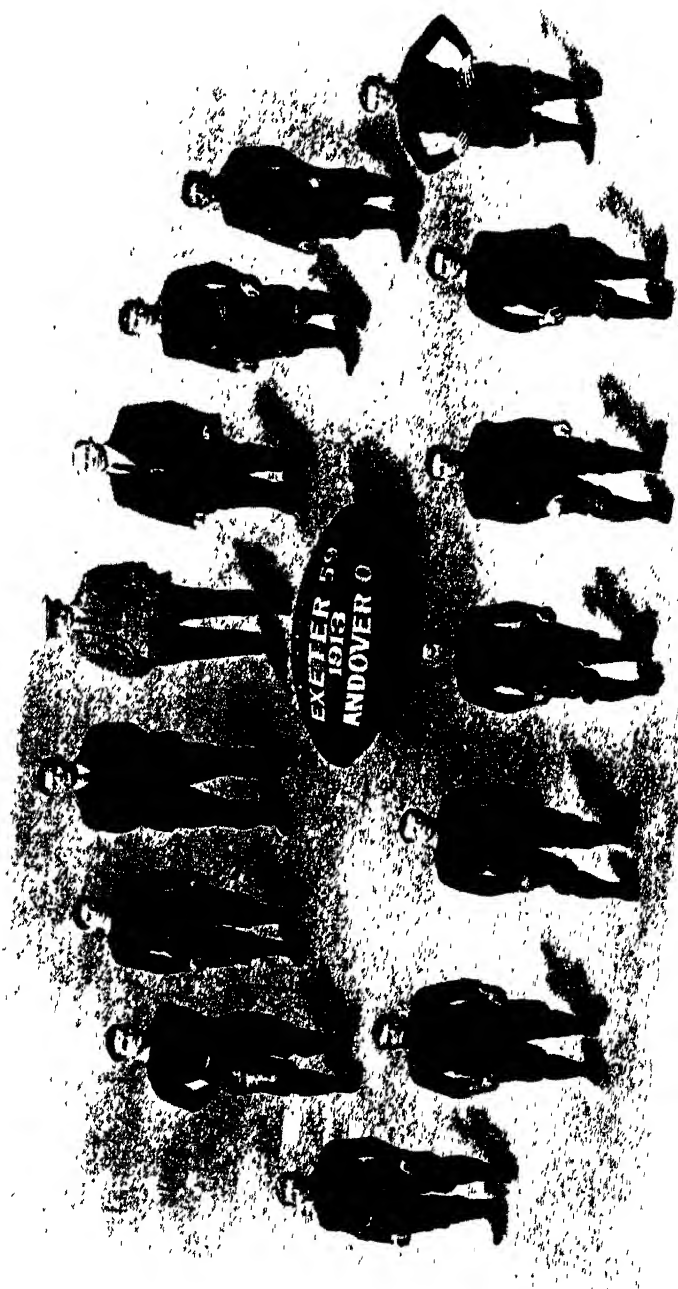
It is a long lane that has no turning. In the fall of 1913 "Tad" Jones returned to coach Exeter. Dr. Amen was especially eager to see a victory, and on the morning of that memorable day sat up till two o'clock to write a speech to make in chapel. A few hours later he was stricken. It was decided, however, to play the game in spite of Dr. Amen's illness. So at two o'clock "Pat" Kelly led his team on the field. When the last whistle had blown, Exeter had scored 59 points to Andover's 0. Few of the students knew of Dr. Amen's illness; and when it was announced after the game, all thoughts of the long-awaited celebration were abandoned. It is hard to say who were most responsible for the great victory. Quarterback "Fido" Kempton had caught "Tad" Jones's berserk frenzy, and flung his backs or himself at the foe with the cry of "Havoc!" Such men as "Cupe" Black, Comerford, Bingham, and McGrath of Yale, and Kelly of West Point were a few

of the heroes. For Exeter there were no substitutions, but Andover used twenty men in an attempt to stem the tide. During the early season Exeter had won every game. The results for the season were Exeter, 172; opponents, 29.

In 1914, under the captaincy of "Eddie" Casey, Exeter made eleven touchdowns against Andover — from which Wehner kicked ten goals — and also scored two points on a safety. By a superb forward pass Andover made a touchdown, and kicked the goal. The final score of 78-7 fairly indicates the relative power of the two teams. The Exeter backs broke through almost at will, and scored sometimes from long runs through the entire opposing team. That year five substitutes were sent in, largely to give them the chance to win the coveted "E." That the team had great scoring power is seen from the season's total score. Exeter made 230 to her opponents' 13, and won every contest, defeating Cushing Academy, and freshman teams from Harvard, Yale, Princeton, Dartmouth, and Pennsylvania by double figures to zero; and also defeated Worcester Academy 15-6.

In 1915, "Fido" Kempton's last year at Exeter, he was captain, and had the honor of winning every game. The total points were Exeter, 223; opponents, 17. The Harvard Freshmen made ten points and Andover seven. The road to scores in the Andover game was a rocky one, compared with the previous year. The final score was Exeter, 37; Andover, 7.

The next year, 1916, Coach Jones was called to Yale, and Harry Vaughn, class of 1907, took his place. The annual game was played at Andover on a muddy field; but it was exceedingly hard fought. The most superb defensive game ever played by an Exeter team alone prevented defeat. Three times Andover had the ball



FOOTBALL TEAM. 1913



on Exeter's three yard line for a first down; but the final three were lacking, and each time Exeter held for downs or recovered on a fumble. Then Lourie, the Exeter quarterback, skirted the Andover left end for 33 yards and a touchdown, from which he failed to kick a goal. That ended the scoring for the day. After the game, Russell, the Andover captain, feeling that he and his men had fought a losing game well, and that there was no reproach in such a defeat, ran from the muddy field with his head in the air, instead of weeping bitterly over defeat as many an Exeter and many an Andover man had done.

The following year Lourie, as captain, again won the Andover game by making the only points scored, on a drop kick from the 27-yard line.

In 1918 Exeter had a successful preliminary season against certain S.A.T.C. camps. Games with colleges and other academies were almost impossible to arrange. The early season saw Exeter the winner in all games; the total score was Exeter, 129; opponents, 6. By all tokens Andover should have won the annual game handily. The Boston papers predicted an overwhelming defeat for Exeter. But again the "dope" was wrong, largely because Exeter refused to accept the conclusions of the wise ones. Exeter ran the kick-off back thirty-five yards, and in ten plays scored a touchdown. Both teams were light, and missed the weight of earlier years; but the playing spirit of both were superb. The line plunging of Kennedy and Gilroy were large elements in the Exeter victory.

In 1919 conditions were reversed; Exeter, the favorite, was grossly overconfident, and Andover won, 19-0. One reason for the Exeter defeat was the injury which kept Captain Luman out of the game. But Andover played the better football, and deserved her vic-

tory. Her captain, Adams, in particular, played a superb game.

As a matter of fact, those who have the welfare of athletics between Exeter and Andover most at heart are averse to a long series of victories for either school. Continued winning makes for a certain contempt for the game, and is wholly bad for the winners; and it is equally bad for the losers to be plunged so deeply for so long into the depths of despair such as a series of bitter defeats is sure to bring. If at the end of fifty years each school had scored an equal number of victories, the interest of both would be best served. At the time of this writing Andover has won 21 games, Exeter has won 19, and two have been ties. The total points scored have been Exeter, 575; Andover, 441.

A typical football game with the ancient rival, Andover, is a miniature Harvard-Yale game, with all of the details, and in addition a sort of blind, unreasoning devotion to school and team that is not equalled in any other school or college. There is a fervor and a spirit, a cruel depth of despair in defeat and a corresponding ecstatic elation in victory, that no other sports and no other days bring; no Exeter or Andover man has ever any hope to see those feelings duplicated when he goes as a member of a college to see his team play; or, as so often happens, to play himself.

The members of the visiting school take a special train for the enemy camp. Then the students form in a long double line, with the cheer leaders at the head. Those leaders, chosen for the "pep" which they can infuse into their followers, do the whirling dervishes when, in the agony of possible defeat or in the exhilaration of certain victory they call for three long cheers, or an individual cheer for a plucky player, or for a roar of defiance to the host across the gridiron.

Once formed at the station the clan marches to the grandstands, the march punctuated at every step by spelling the name of the school — “E-X-E-T-E-R — P.-E.-A. — Rah-Rah-Rah!” And on return games “A-N-D-O-V-E-R — Rah-Rah-Rah!” echoes hoarsely through the streets of Exeter. Heard from a distance, that heavy, defiant cheer, as suggestive of power as the surf at Hampton Beach, is a note of warning and an assurance of support.

Once on the field the clan marches in pretty good order until the stands are reached, where sections in the middle of the field are reserved. Then a wild scramble ensues; no one ever pretends to get the seat that his ticket calls for, but each one makes a wild rush for the best seats on the top, middle rows. Once there the cheering begins again. First comes a long rolling cheer for the rival school, which is repeated at intervals during the game. The rivals at once return the courtesy. During the game, too, there are frequent cheers for good plays by opponents, even though the play may spell defeat.

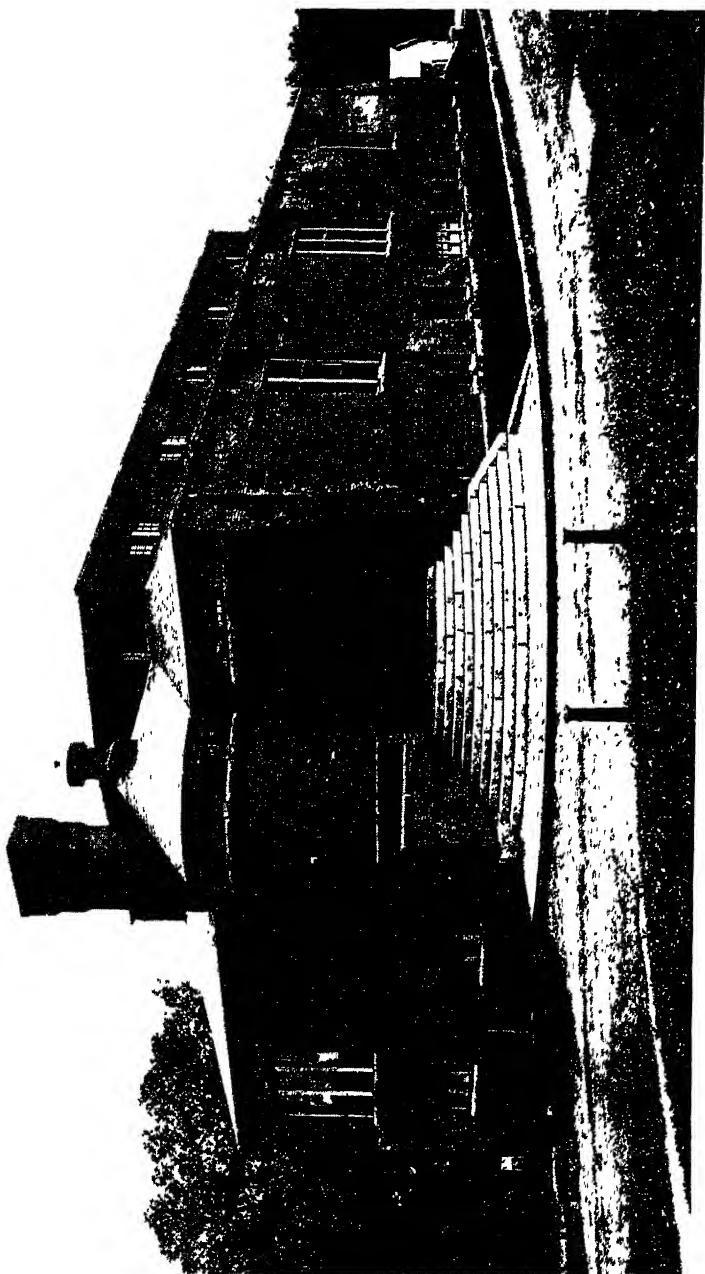
When one team nears a touchdown, the opposing hosts call beseechingly to their team to “Hold, hold, hold.” Every touchdown or other score means sinking of hearts and silent groans on one side of the field, but on the other side up go hats, megaphones, and anything else that can be tossed aloft. As the end of the contest draws near, the boys on the winning side prepare to spring out on to the field and bear away the victors on their shoulders. There is no more refined torture for a loser than to await the inexorable final whistle that spells defeat, and to see the foe crouched ready to bear the victors from the field. The carrying on the shoulders is more popular with the masses than with the players,



who are generally too much bruised and exhausted to enjoy it.

After the team has escaped, the sinuous, writhing snake dance follows. Round the field go the devotees, throwing hats and caps and megaphones over the cross-bar of the goal posts. By time-honored custom the defeated school sticks grimly at its post, watching the antics of the rivals. Finally the winners stop in front of the grandstand and cheer the opposing school; the cheer is returned, and the losers depart. To withdraw before that ceremony is thought to be quitting; to go wearily through it is "standing by the team." A game so bitterly fought and so eagerly won holds only the best in sport. There is never a hint of unfairness, and the cordial good will and rivalry are worthy of emulation in any college. No attempt is made to "rattle" the opposing players or to drown the signals of the opposing quarterback; each school observes the amenities with the nicest care.

Exeter's most famous battle hymn is the "March Song"; Andover's is sung to the tune of "Die Wacht am Rhein." Incidentally, the cheer leaders of each school solemnly tell their supporters that the rival school is outsinging and outcheering them, all because the cheering and tumult sound more impressive at a little distance than too close at hand.



OLD GYMNASIUM



## CHAPTER XX

### BASEBALL: A CLOSE SECOND

**N**EXT to football, baseball has always been the most popular sport at Exeter. Alpheus S. Packard, who entered in 1811, mentions "bat-ball" as played in his day; and later the games of "one old cat," "two old cat" and "rounders" were popular.

Baseball was played at Exeter in a desultory fashion for a good many years before it was finally organized into the modern game. On October 19, 1859, Professor Cilley wrote in his diary: "Match game of Base-Ball between the Phillips Club and 17 chosen from the school at large commenced P.M. I was Referee. Two players were disabled and the game adjourned." Putting a man out by striking him with the ball when he was running bases often led to injury.

The present game was introduced at the Academy by George A. Flagg, '62, Thomas H. Gray, '63, William F. Davis, '63, Arthur Hunnewell, '63, and Frank Wright, '62. Most enthusiastic of these early players was Mr. Flagg, who abandoned the Massachusetts style of baseball for the New York style. The ball then used was a small bag of shot wound with yarn, and could be batted much farther than the present baseball. The men just named played among themselves and with town teams. Mr. Wright, of Auburn, New York, was perhaps more responsible than any one else for bringing the new game to New England.

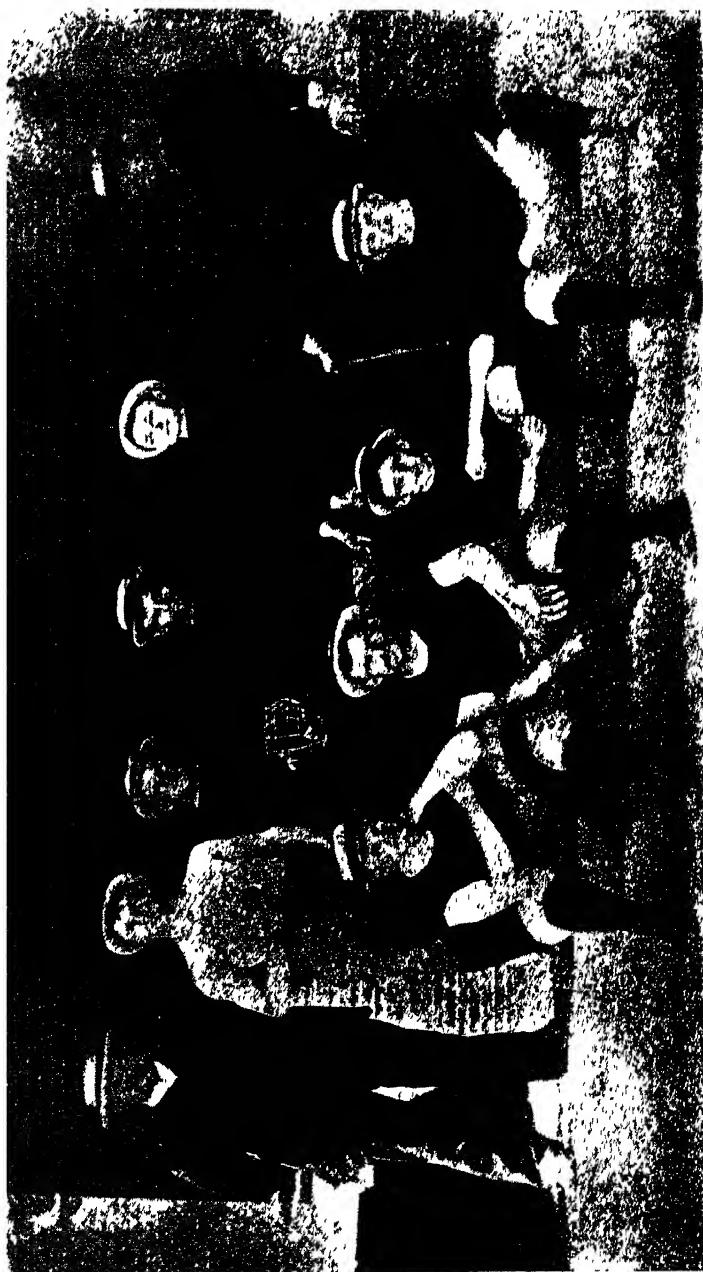
Mr. Flagg and Mr. Wright carried baseball to Harvard. In the fall of 1862, remembering their good times at the game in Exeter, they took with them their bats and balls and played on the Cambridge Common. That same fall, in Stoughton 19, Mr. Flagg called a meeting of those interested in baseball — a meeting that was destined to be historic, for there and then Harvard baseball was born. As a result of his enthusiasm and qualities of leadership, Mr. Flagg was elected the first captain of a Harvard nine, and was reelected four times.

An Exeter man who became captain of the baseball team at Harvard, Frederic W. Thayer, '72, invented the baseball mask.<sup>1</sup>

Although no baseball game was played with Andover until the spring of 1878, such a meeting had long been planned. As early as 1865 the students asked Principal Soule for permission to play Andover; but the permission was refused. Accordingly, with dirges the students carried their bats and ball in a rude coffin to a vacant lot on Grove Street and buried them. Then to muffled music they marched to the home of their firm friend, Commodore Long, on Court Street. The Commodore condoled with the mourners and closed the incident by serving refreshments.

For several years the boys played baseball on the lot where the Gale shoeshop now stands. Finally a determined effort was made to buy a permanent field. That athletics was not always encouraged may be seen from the following letter of the Reverend Andrew P. Peabody, President of the Trustees, dated August 22, 1871:

<sup>1</sup> For an account of the invention, see "America's National Game," p. 478, by A. G. Spaulding.



BASEBALL TEAM, 1885



"As for a ball ground, it is the last thing that I would provide for the students. At Cambridge, baseball — tolerable at first — has grown into a nuisance. Many hands have been fearfully mutilated; eyes extinguished or dimmed for life; boys crippled or disabled for weeks & months, — besides — what is still worse — the bringing of our students into association with rowdy clubs all over the country. I should regard the use of our funds for such a purpose as an atrocious breach of trust; & while I would gladly procure a playground for our boys, I should want to wait till the baseball fever has subsided. But — admitting that the game is to be encouraged — is there anything inappropriate in our letting the boys hire their own place? If we are to find them a ball-ground, from our educational funds, why not buy their bats & balls, & their *ball-dresses*?"

In spite of the objection, the Trustees took early action, and that same month bought of Eliphalet Kimball, on Forest Street, now Linden Street, for \$3,500 a tract of about nine acres. That field was the scene of the athletic life of the Academy for a good many years. Near the center of it once stood the story-and-a-half house of "Candy" Marsh, a lame man known to generations of Academy boys for his home-made molasses candy, and his rootbeer, which he made from pungent simples that he gathered himself. He trundled a wheelbarrow with a closed body from which he sold his wares; but best of all was it to drink the cooling nectar from the damp, arctic depths of his cellar, before the outer air had touched it. He died sometime in the early fifties, mourned by the students of the middle century.

Exeter and Andover met for the first time on the diamond, May 22, 1878. Incidentally that was the first athletic contest between two schools that by foundation and history are natural rivals. Andover brought to Exeter a team well coached, and dressed in white flannels trimmed with blue. The Exeter men



wore white flannels trimmed with crimson. Exeter won the game largely through the pitching of Amos B. Shattuck, '79, who later, as a Harvard player, is credited with the longest hit in the history of baseball. Charles E. Byington, '77, caught barehanded the heavy pitching of Shattuck; but since according to the rules the pitching was underhand, it was not so difficult to hold as modern pitching. The return contest at Andover on June first resulted in a victory for the blue-trimmed players. Of that contest the *Exonian* said:

"The best of good feeling prevailed, although our men naturally felt a little irritated over their defeat; but the victors strove to show as little exultation as possible. Such contests as these can certainly be productive of nothing but good, and we hope they will be kept up."

The baseball team of 1886 had many things to contend with, yet it won a victory never to be forgotten by the followers of Exeter.

In 1889 Exeter, after having been defeated 22-6 in 1887, and 6-4 in 1888, came back strong and won a fine contest 3-2. On the Exeter team were such players as Trafford, White, Soule, and Heffelfinger. The Andover pitcher was "Al" Stearns, who in 1887 played center field for Andover, and in 1888 pitched Andover to victory over Exeter.

There was no game between the rivals in 1890. In 1891 Andover won 7-1, and repeated the victory in 1892, 10-5. During the next four years there were no contests between the two schools. When the games were resumed in 1897, Exeter won 12-6, on the Exeter campus, with 12 hits and 2 errors, to Andover's 6 hits and 7 errors. Then for four years Andover won. In the last of that series, in 1901, there were three games, but that plan was then abandoned, since it prolonged the excitement to an unwholesome degree.



A WINNING RUN



After her four years of defeat Exeter well earned the decision against Andover on June 11, 1902. The score of 5-3 indicates the closeness of the game.

It was the first inning that won and lost the game. Andover went out, one, two, three. For Exeter, McGraw hit for two bases, and Peters sacrificed him to third. Captain Cooney took first on four balls, and stole second. Jackson flied out, and Spencer got his base on balls. The stage was set for great things, with the bases full and two out. At that moment "Wade" Merrow, the Exeter left fielder, hit a home run a foot inside first base, and Exeter cheered the certain victors.

On the Exeter campus, June 10, 1903, Andover won an unusually exciting game of ball. Exeter made two base hits, Andover six, and each made two errors. After many hair-raising chances to score, in the eight inning Schildmiller of Andover reached first on a dead ball, and scored on a three base hit by Clough. In Exeter's turn in the ninth, with two out, Cooney of Exeter reached first on a grounder which Kinney muffed. "Eddie" Heim then made a hit over the center fielder's head that seemed a sure home run. But Hodge, the Andover center fielder, at the crack of the bat saw the course of the ball, turned his back on it and fled. Judging the time to the fraction of a second he again turned, leaped in the air, and brought down the ball with one hand, the most magnificent catch ever seen in an Andover-Exeter contest. The name of Hodge is one to conjure with on Andover Hill. But Exeter could not feel very badly over losing such a marvelous game. It was superb throughout, and might well have been won by either side. After the game, one of the Exeter squad remarked, "You really can't feel badly to be beaten by such a play at the end of so grand a game of baseball. Let 'em enjoy their victory; they earned it."

The season of 1915 under Captain James W. Peters will always be remembered as one of the best in the annals of Red and Gray baseball. Out of twelve games, Exeter won eleven, having lost to Worcester Academy 4-0. The total points were Exeter, 118; opponents, 25. Exeter defeated the University of Maine, Manchester High School, Lowell Textile School, Dean Academy, Cushing Academy, and Dartmouth College, New Hampshire State, freshman teams from Harvard and Holy Cross, and finally, Andover. A feature of the last game was the hitting of "Tom" McNamara, who made two home runs, each with Peters and Lowe on the bases before him. "Red" Martin also broke into the hall of fame by getting a home run after Comerford had scored Atha and Fitzgibbon by a three base hit. The whole team was one of heavy hitters. The next year Exeter repeated the victory by winning a close game 2-1. That year the batting and fielding averages of the team were phenomenal. Five of the regular players had fielding averages of 1,000, one of .974, one of .875, and one of .874. In batting one had an average of .500, one of .463, one of .382, several others above .350, and most of the rest .250 or better.

Owing to the war there was no baseball game with Andover in 1917.

For the past dozen years it has been increasingly difficult to get a sufficiently hard schedule for a preliminary season. Formerly most of the larger eastern colleges were glad to play Exeter; but as the Exeter teams became stronger, and won most, or at least a great share, of the games, the colleges came to feel that it was no credit to beat Exeter, but that it was a good deal of discredit to be beaten by a preparatory school. Hence Exeter has had to play more high schools than formerly. The same condition arose in football, and has proved a



BASEBALL TEAM, 1915



serious handicap in developing the teams to their fullest efficiency.

Of the thirty-eight baseball games played between Andover and Exeter, Andover has won twenty-three, and Exeter eighteen. In them Andover has scored 256 runs to Exeter's 203. Though the record seems rather uneven, it is never safe to predict the outcome of one of those classic contests of the diamond. The strain is so terrific that in the midst of the wild cheering and shouting some trusted player may for a moment "crack" and start his team on a career of loose playing that, even if it lasts for but half an inning, may give the evening's bonfire to the rival school. No one can witness one of those games without feeling the tenseness of the situation; and if he is half a man he will wish that he, too, were a member of one of the great schools where the athletic life is lived so deeply, so earnestly, and with such loyal abandon.

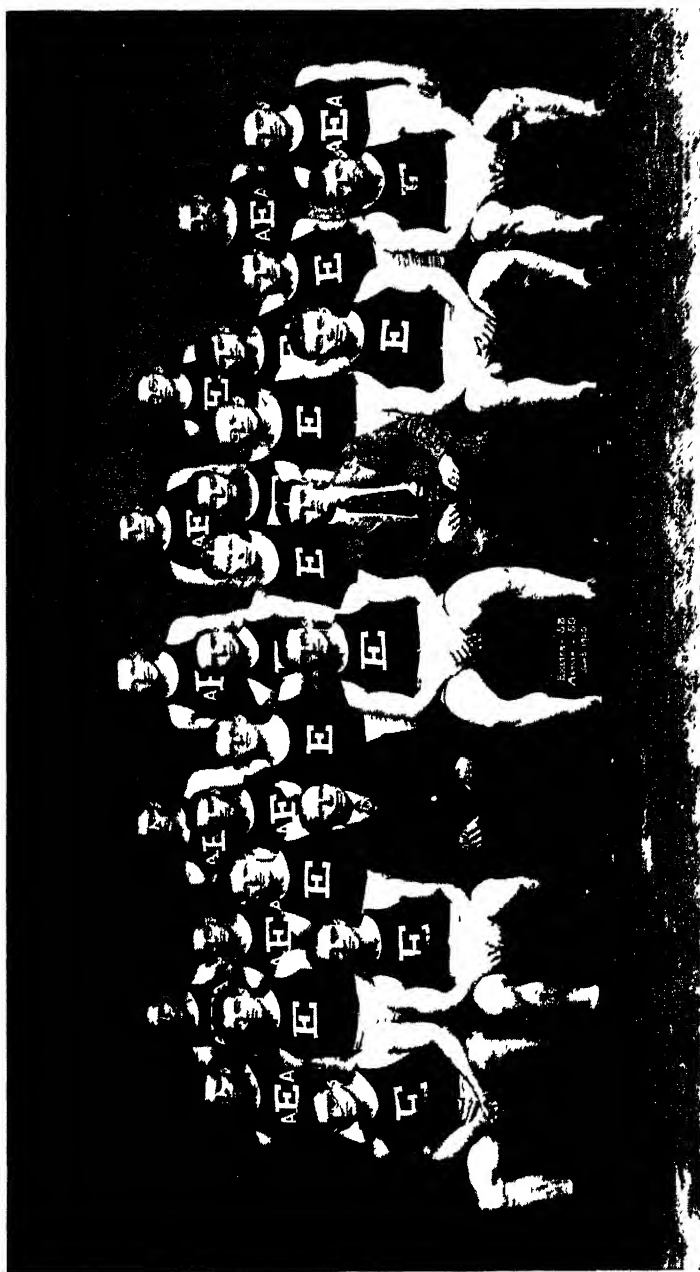


## CHAPTER XXI

### ON YOUR MARKS, AND MINOR SPORTS

TO ONE who is not an Exeter man the word athletics in the Academy is likely to call to mind a trip to the Plimpton Playing Fields to watch a baseball or a football game, when spirit and excitement are rife. Crowds on foot and in automobiles, urged by small boys to buy the winning colors, surge all one way. Several thousand people turn out to see these Exeter-Andover contests; but the person who wishes to get a true picture of athletics at Exeter should stroll across the campus during one of the fine days of spring or fall. Then he will see the young Exonian at his best, free from the unnatural excitement of the great annual contests. On such a day, when no visiting team claims the attention, every well boy in the Academy takes part in some form of organized athletics.

On entering the grounds the visitor would first see twenty tennis courts crowded with players. Next he would see scrub or class teams practising at the upper end of the field — baseball in the spring, and football in the fall. Most games are well organized but informal, and afford more real exercise and joy than the more strenuous games of the school teams. A vast deal of chaffing and joking goes on. The coaches are instructors, who are trying to make a championship class team out of those who are not good enough for the first teams. On the right the visitor then sees the school team, driven



TRACK TEAM, 1920



by the overshadowing necessity of beating Andover. A further stroll over the Hill bridge brings the visitor to fields for scrub football. Other class teams are at work near by, and the four oared crews pass under the bridge on their way up and down the river. On half holidays the sports are even more varied. Many students go canoeing as far as the falls; and many others tramp through the woods and fields. In the winter, hockey, snowshoeing and skiing are prime favorites. Golf is played by students on the town links, Jady Hill. The athletic life, in a word, is full of stimulating diversion, and every boy is obliged to take some share in it, no matter how small.

It was in the sixties that organized out-door sports got their first great impetus. Boxing had some vogue in the fifties and was revived spasmodically from time to time after that, but it got no real hold in athletics. In the seventies a gymnasium was improvised in the famous Hervey restaurant on Water Street. A few rings and bars constituted the only equipment, and presently even that rude make-shift was removed to make a place for a pool room.

That the needs of a gymnasium were firm in the minds of the undergraduates is seen from the first issue of the *Exonian*, which appeared April 6, 1878. It remarks:

"Gymnastic exercises ought to be provided in such a way that all students may reap the advantages of it. . . . We hope that our suggestion will in a short time bear fruit in the shape of a commodious building, in which the muscular christianity of P. E. A. will find every appliance dear to the true born athlete."

The *Exonian* thus aroused enough interest so that a number of the students pledged themselves to raise five dollars or more apiece during the summer vacation

by appealing to alumni and friends of the school for the start of a new gymnasium. That fall they turned over to Treasurer S. Clarke Buzell between \$250 and \$300 as a nucleus, but that, of course, was of little account. Nevertheless, the minds of the undergraduates were not to be diverted from the proposed gymnasium by any camouflage of new courses. When the Odlin Professorship of English was founded, the *Exonian* of January 31, 1880, observed rather bitterly:

"The noble generosity which prompted the donor of the English department endowment cannot but be appreciated, but we think that if some of the money had been invested in a gymnasium it would have been disposed of to an infinitely better end."

As a temporary shift a running track was built under the main recitation building in the winter of 1880. Some few pieces of apparatus were also installed; but the place was too dark, and the furnace made it too warm to be of much real use. Nearly every issue of the *Exonian* urged the need of a place for exercise during the winter months, but it was not till 1884 that funds were raised for the much-heralded gymnasium. At that time the Reverend Francis P. Hurd, class of 1830, left \$50,000 as an unrestricted gift to Exeter. The *Exonian* all but demanded that the Trustees use some of the money for a new gymnasium. In June, 1885, Principal Scott, Governor Charles H. Bell, Mr. John Perry, and Professor Wentworth were appointed a committee on building. The sum of \$10,000 was appropriated, and \$1,500 was to be spent for apparatus. The builders were Rotch and Tilden, and Dr. Sargent of Harvard gave advice. The final cost was about \$15,000. Ground was broken August 12, 1885, and the building was opened in the spring of 1886. The June

ball was held there that year. The class day historian gave the *Exonian* full credit for the new building. Until 1918 the gymnasium was the center of the athletic life of the school. Directors of the gymnasium have been: 1885-1887, Edward H. Fallows; 1887-1895, Albertus T. Dudley; 1895 to date, Howard A. Ross. The work has so much increased that three assistants are employed, George S. Connors, who also coaches the track team, Oscar W. Pearson, and Waldo W. Holm who has charge of swimming.

The old gymnasium presently became too small for the growing school. Hence when in chapel on Founder's Day, October 9, 1915, Thomas W. Lamont, of New York, announced that William B. Thompson, class of 1890, had given funds for a new gymnasium, a Greek shout of triumph went up. No more would the students find "The need of a new gymnasium" a heroic subject for themes! On Washington's Birthday, 1918, the huge new hall was dedicated with fitting ceremonies. The old gymnasium was 60 x 100 feet; the new one is 84 x 225, and contains a swimming pool 26 x 75 feet, besides 600 lockers and space for more, 27 showers, and every modern appliance and improvement in heating, lighting, and equipment. But the men who enjoy this superb new hall must indeed do wonders on gridiron, diamond and cinder path if they are to match the deeds of those who had only the primitive equipment of the older hall.

Although not so popular as football and baseball, track athletics at Exeter have always had great success. In the inter-scholastic meets Exeter generally wins over all competitors; and several Exeter men have been winners in the Olympic games. Others have set world's records in track events.

In the seventies and the eighties hare and hounds

was a popular fall and spring sport at Exeter. Runs on half holidays were made through the woods and meadows towards Kensington and Newfields. Those paper chases helped the "wind" of many a man who later became known for his powers of endurance, both mental and physical. But of late the paper chase has somewhat gone out of fashion.

Track meets were held regularly in the seventies. One on October 22, 1879, included the three-legged race, the standing jumps, etc. The records made at the early meets were not very good. The mile was run in six minutes twelve seconds, and the hundred yards in twelve seconds. The distance made in the "long" jump was fourteen feet five inches. Kicking the football, throwing the baseball, the beanpot race, the obstacle race, and others now given up, were much practised.

The need of a new cinder running track on the campus was long urged; and in the spring of 1888 one was built through the efforts of the students. Until that time the long races were held on the rough turf round the lower campus, and the shorter races were run in the dust of Linden Street. By 1887 some skill in running had been acquired. That year Edgar W. MacPherran, '87, ran the hundred in  $10\frac{1}{2}$  seconds, and the 220 dash in  $22\frac{3}{4}$  seconds, truly excellent time for the track — or rather the lack of track. The first indoor track meet was held in the gymnasium March 10, 1888.

On June 12, 1889, Andover won the first dual track meet by six first places to three. The records were not good; but the meet furnished much enjoyment to both schools. There was no meet in 1890. In 1891 Andover won under the new system of point scoring, 46-44, and again in 1892. Exeter won her first dual

meet in the spring of 1898, when "Jere" Delaney coached for the Crimson and Gray. Incidentally, he was the first regular track coach ever employed by Exeter. One feature of the meet of 1898 was the mile run. Woodbine of Andover led almost half a lap at the beginning of the third quarter. As Farnham, the best Exeter entry, passed the grand stand, the coach shouted, "Run, Farnham, run." In the last twenty yards Farnham passed Woodbine, and won the race.

Coming as they do late in May or early in June, the dual meets between Exeter and Andover usually have fine weather; and a crowd, though not so large as the crowds at the football and baseball games, is always rewarded by fine finishes, and by races in which the records are hardly below those of intercollegiate contests. No one who has seen the sprinting of "Billy" Schick, the best sprinter that Andover ever produced, or the heart-breaking flash at the end of a half mile by "Bill" Bingham of Exeter, can expect much in the way of thrills at any other track meet.

The meet of May 30, 1907, will always be memorable for an incident of the 120 yards hurdle race. Two great rivals, Oliver M. Chadwick of Exeter and John R. Kilpatrick of Andover led the race. Over the last hurdle Chadwick was slightly in the lead, but in the sprint to the tape Kilpatrick drew up rapidly, and the judges declared the race a dead heat. In all of their previous races, Kilpatrick had won; but this time both he and Chadwick were sure that Chadwick had won. Kilpatrick protested the decision of the judges, but their word was final. "Well," declared Kilpatrick, "I can't prevent the judges from giving Andover the points, but I refuse to toss for the first prize." So the medal went to his rival. The records of generous sport hold no finer example of chivalry than that. Both of those



young Americans were in training for a greater game. Chadwick was killed as pilot of the aerodome at Pau, France, August 14, 1917, while flying over the enemy lines; and Kilpatrick rose to the rank of Lieutenant Colonel in the 304th Stevedore Regiment, National Army. Both carried from the track at Andover the best traditions of a rivalry in which no unfairness towards the adversary ever entered.

No small share of the credit for the skill of Exeter men in track athletics is owing to the trainer, Mr. George S. Connors, formerly an English long-distance runner. He has trained the Exeter track men since February 8, 1901. Besides that, he acts as trainer for all the teams and assists in the gymnasium. Under his care the teams soon began to show their ability as contestants in the various meets in which they were entered. At the B. A. A. games in Boston, Exeter won first place in 1904, 1906, 1909, 1910, 1911, 1912, 1913, 1914, 1916, 1917; and in the Harvard Interscholastics was victorious in 1900, 1901, 1904, 1905, 1910, 1912, 1913, 1916. There were no games in 1917, owing to the war. In the Yale Interscholastics at New Haven, Exeter won second place in 1909, and first place in 1910, 1911, 1912, 1913, 1914, 1915, 1916. The Harvard Freshman meet usually results in a victory for Exeter, and the Crimson and Gray has also frequently won the University of Pennsylvania relay races for schools.

It has been remarked by college trainers that the men from Exeter are never "burned out" in their races before they enter college. Coach Connors has lost many races that his men might have won had he cared to push them beyond their proper limits. The vision of the whole Exeter system, however, looks to

long years of useful service, and therefore refuses to press for a mere temporary advantage.

Rowing at Exeter is a proof that contests with Andover are not necessary for the life of a pastime. Ever since the revival of rowing in the fall of 1912 it has grown in popularity, until now its position as a major sport is established.

The history of boating at Exeter goes back to the early sixties. Charles H. Warren, '60, William R. Robeson, '60, and LeRoy S. Gove, '60, bought a heavy fisherman's dory in Portsmouth and launched it on the fresh river above the dam. They enjoyed rowing a great deal, and their enthusiasm led others to take interest in the sport. The river is admirably adapted to all forms of water sports. Above the dam and the falls the water is fresh, and is known as the Exeter River; below the falls it is salty, since the tide makes in from the sea, and is known as the Squamscott.

Boating was first formally recognized in the Academy in 1864, when five members of the class of 1865, William S. Whitwell, Francis Rawle, Robert H. Richards, Sidney K. Gold, and William E. Sparks purchased at Haverhill, Massachusetts, the four-oared shell "Winona" and launched her on the fresh river. They used the neighboring Christian Church as a boat house. The next year other students bought a shell. When, in the early seventies, football, baseball, and track athletics were organized, rowing declined somewhat, but as late as 1881 racing in shells was still a prime sport at Exeter. Regattas were regularly held about the middle of June, and a careful list of the winners appears in Cunningham's history. The races were for fours, sixes, double sculls, and singles. The second crew in 1875 lost to the first crew in a race against time, by four seconds. That second crew con-

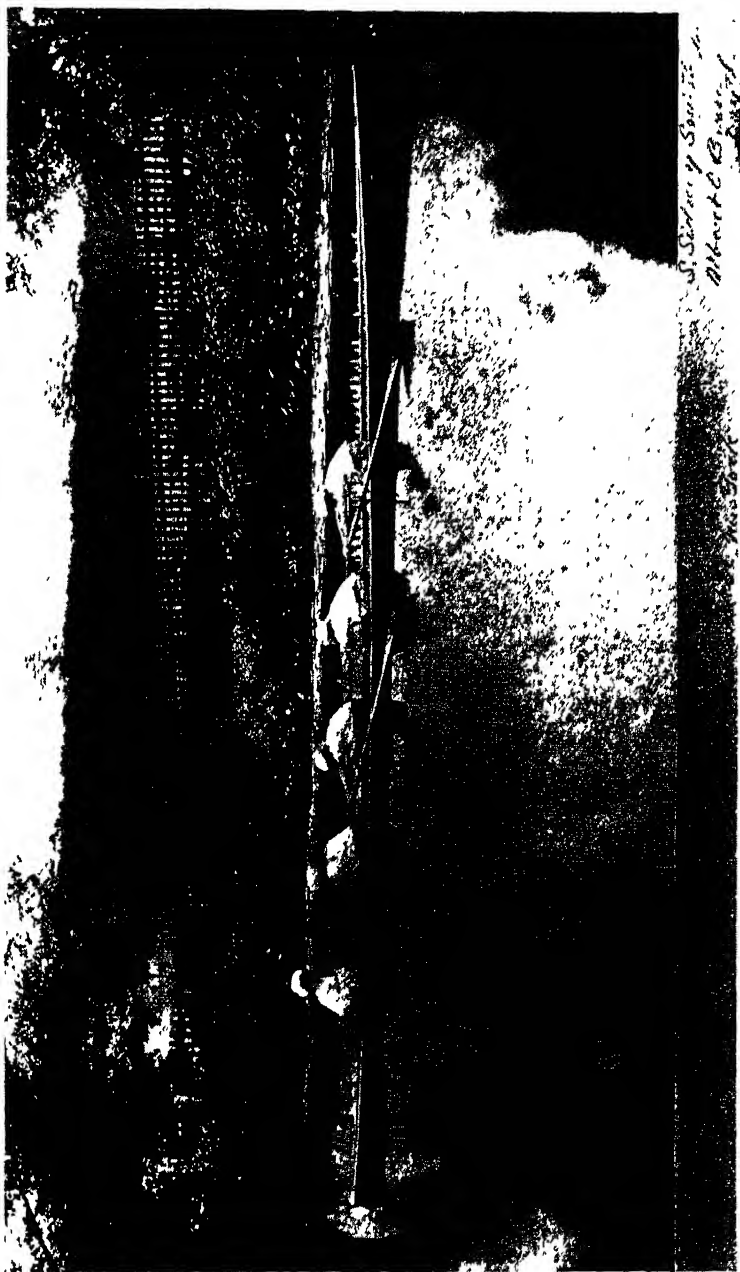
tained men who later became well known — Arthur M. Teschemacher, William A. Johnson, Frank M. Curtiss, Francis M. Burleigh, William DeW. Hyde, and Harlan P. Amen.

Of the few Harvard men who have rowed against Yale in four consecutive races, two had their early training at Exeter. They were William A. Bancroft, and Nat M. Brigham. Three of those four races against Yale, Harvard won. Occasionally, even after boating at Exeter had declined, an Exeter man would shine as a college oarsman. Among those on Harvard crews were William Chalfant, Jr., Fred L. Sawyer, Isaac B. Burgess, Seymour I. Hudgens, William A. Brooks, Jr., Marshall Newell, and Austin G. Gill; at Yale, Frank G. Peters, and Ralph B. Treadway.

In 1912 rowing at Exeter had a great revival. The school had been growing, and the other major sports did not afford enough opportunity for all the candidates. Nor did the call for crew men weaken the other teams.

For a time the crews were under the coaching of Instructor Elisha J. P. Burgess, who taught mathematics 1911-1915. Rowing machines were set up in the basement of Soule Hall for winter practice, and with the opening of the river the crews went out every day. The barn on the Gilman House lot was moved to the banks of the fresh river for a boat house, and a small house on salt river was built for the long shells. Harvard became interested in the training of rowing men at Exeter, and made a gift of two barges, and later of an eight oared shell. Harvard had previously given shells, when rowing began here in the seventies, and Yale has also given two eights.

Under the coaching of Mr. Benton of the Faculty the crews have raced with Groton, Middlesex, and



S. Sidney Smith, Jr.  
Albert C. Brown  
Burlington



others. Besides coaching the crews, Mr. Benton built the Marshall Newell boat house on the salt river.

Canoeing is also popular. The frail craft ply up and down the tortuous channel, through the maze of birch and pine thickets, as far as the rapids beyond the railroad bridge. Some even venture on the salty Squamscott; but canoeing there is dangerous, and should be supervised.

In the late seventies many new sports were introduced. Lacrosse became temporarily popular, but it never seemed to be a typically American game, although in its origin and descent it is the most American of all games. Roller skate polo also flourished for a time. George F. Harding, '88, was an excellent skater. But the game required a heated hall, the crowds that gathered were often of a rough character, and the fact that it was an indoor game kept it from becoming a permanent sport.

In 1888 the students shot occasionally over the traps of the Exeter Gun Club in the edge of Kensington, and even today they are sometimes the guests of the Exeter Club; but trap shooting is too expensive to be widely popular. Small caliber rifle shooting has at times had some followers, who shot on a range under the Spring Street School, and at butts on the Fields beyond. When a new range is built, the sport will come to its own again.

Skating has always been a favorite with Exonians. In 1797 the sons of Moses Grant of Boston sent home an item of expense, "For tackling the skates."<sup>1</sup> The river furnishes good skating at times, and the hockey rinks are much in use. An annual match with Andover adds interest to the game. Exeter won in 1914, 4-1;

<sup>1</sup> Bell, P. E. A. p. 91

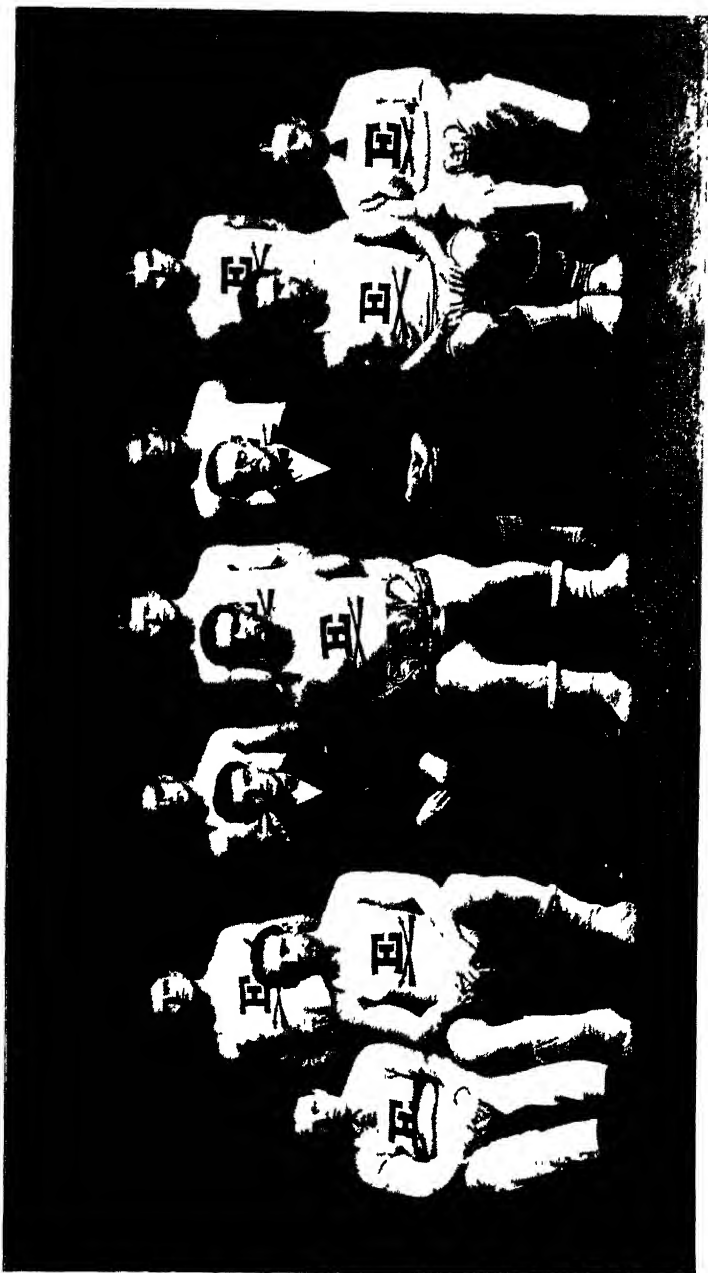
in 1915, 5-0; in 1916, 3-0; in 1920, 4-2. Andover won in 1917, 2-1; in 1918, 3-2; and in 1919 the score was a tie, 1-1. Hockey seems to have taken its place as a permanent minor sport.

Tennis has long been popular at Exeter. The first courts were on the green near the main building; the later ones were built on the campus, and the latest are on the Plimpton Fields. In the spring about one-fourth of the school play.

A six-hole golf course on the Fields Beyond provided for a time golf of a sort for the faithful; but the wet clay soil did not lend itself very well to play, so it was abandoned, and the students use the course of the town club on Jady Hill.

Control of athletics in the Academy is in the hands of the Athletic Association, which is composed of Mr. Ross and Mr. Fiske of the Faculty; Mr. Connors, trainer; the captains and managers of the major sports, and six members elected from the school. The Association, which was founded in 1875, was originally open to all students who paid a small fee. At that time the students themselves did all that was done for athletics. They built the cinder track, an outdoor track, the tennis courts, and supplied money for the trophy case in the gymnasium, etc. Since the boys were paying the bills, it was no wonder that they wished to run the sports as they chose.

For a long time the money for athletics was raised by subscription among the students. Early in the fall term the football manager would call a meeting after chapel and harangue the school on showing proper loyalty. Then he would call for subscriptions of fifty dollars. Some student would sign for the amount amid the cheers of his mates. Then the call would be lowered until most of the men had agreed to give some-



CREW, 1923





thing. But the system was open to grave objections. Much of the money pledged under such excitement was never paid. Some pledged more than they could pay, and some never meant to pay, but looked ahead to the time when their pledges would come due as a sort of vague day of judgment that might never dawn. The managers of the teams collected what they could — a thankless task. The scholarship men always gave beyond their means. In 1905 the system was changed by assessing a tax of \$5.00 a term upon each non-scholarship student and \$3.00 a term for scholarship men. In 1911 the tax for scholarship men was reduced to \$2.00 a term. In return, each boy receives a free ticket to all the games except those played with Andover.

## CHAPTER XXII

### EXETER AT WAR: HER DEBT TO HER COUNTRY

**F**OLLOWING the Revolution, when patriotism still burned bright, the students of Exeter organized a military company known as the Washington Whites. The exact date is unknown; but in the memorial services held after the death of Washington, the Governor of New Hampshire, attended by the Council, together with the Senate and the House of Representatives, marched to the First Church behind "a military escort formed of the students of Phillips Exeter Academy, in uniform, with proper badges of mourning." The leader of the band was Lewis Cass. In acknowledgment, the legislature presented each of the students with a pamphlet containing Washington's Farewell Address and an account of the observance in Exeter of Washington's death.

The chief duty of the Washington Whites seems to have been to drill with ancient firelocks, and to escort the Trustees on Exhibition Day in August from the main building to the principal's house. Also, they escorted the Hon. John T. Gilman, and later Judge Jeremiah Smith, when each in turn was elected governor of the state. The roster of the company contains some famous names, among them those of Lewis Cass, John G. Palfrey, Edward Everett, George Bancroft, George Kent, George W. Storer, Alpheus S. Packard, Nathaniel A. Haven, Jr., William Plumer, Jr., Richard

Hildreth, Jonathan P. Cushing, William B. O. and Oliver W. B. Peabody, and Gideon L. Soule. There is no doubt that the company helped to foster patriotism and to encourage familiarity with the duties of a soldier.<sup>1</sup>

Although the Civil War had a profound effect on the Academy, as it had upon every other American school and college, little is known as to how many of the alumni of Exeter took part in it. The first obvious effect of the attack on Fort Sumter was to unite the Academy with the town in mass meetings to arouse enthusiasm for the Northern cause. A meeting was held April 22, 1861, in the town hall, at which, among others, two students, Leonard H. Pillsbury, '62, and Henry Pearson, '63, spoke. The former declared that he should start for the front at once, and the latter said that at the age of seventeen he had slept on his rifle in defense of western territory, and was ready to join the colors. Those who planned the meeting were Dr. John Sullivan, '59, and Joseph E. Janvrin, '56. The enthusiasm aroused was the means of enrolling a number of volunteers for Company E, Second Regiment of New Hampshire.

The martial spirit of the boys of '61 is well illustrated by the speech of Mr. Charles G. Fall, class of 1862, at the centennial celebration in 1883. He said in part:

"On returning here for the first time, how the events of those days when we were here come back to us! We, sir, were here, some of us, in the days of the war. We were here in 1860 and 1861. The present Secretary of War, whom we hoped to have the pleasure of hearing here today, was here at that time, and his father was President. A nephew of Major Anderson was likewise a student, and when Lewis Cass, a graduate of the Acad-

<sup>1</sup> For an account of the company, see *Bulletin*, October, 1916.

emy, resigned from a Cabinet which refused to reprovision Fort Sumter, you may be sure, sir, that the guns of Sumter re-echoed among these granite hills. Those, sir, were the days when Garrison and Phillips and Seward and Greeley and Bryant and Chase were the leaders of public opinion; and the boys of those days, sir, like the boys of the Revolution, were filled with patriotic ardor. How well do some of us remember forming in a procession and marching down to the old church, where the girls of the village presented us with a flag and with a motto plaited in evergreen to place over the portals of the Academy. I can see it now, 'Ducit Amor Patriae.' How long it stood there, till it grew faded and sunburnt; stood there like the famous inscription of the Areopagus, 'To the Unknown God.'

"And there is another instance which occurs to me, which so well illustrates the spirit of the times that I will venture to narrate it. It was a boyish freak which in the light of today might deserve suspension, but those were other days and other times, and, according to the old adage, 'circumstances alter cases.' In the spring of 1861 every village had its flag raising. On one of these occasions in one of the neighboring villages, some gray-haired old sinner had expressed disunion sentiments, and had insulted the flag. For this cause, in those times, sir, men were sometimes tarred and feathered. It was a graduate of this Academy who uttered those memorable words, 'If any man haul down the American flag, shoot him on the spot.'

"As soon as the story was told in the Academy, some Paul Revere<sup>1</sup>—I wish I knew his name—suggested that we ought to make the old gentleman a visit. No sooner said than done; and, at midnight, some thirty or forty boys, from thirteen to fifteen or sixteen years old, started out for a six or seven miles' tramp. When we reached his house some of the leaders woke him up and told him our errand. After a little parleying he came downstairs, followed by his wife and family. We told him what we had heard, which he did not deny. We told him what we desired, which at first he refused to do, but, when he saw our numbers and visions of the feathers flitted through his mind, he somewhat relented. The advice of his wife, a true daughter of New Hampshire, completed the conquest, and there, sir, in his own hallway, surrounded by his family, his idols and his house-

<sup>1</sup> Those who led the attack were Leonard H. Pillsbury, '62, and Henry H. Pearson, '63. *Bulletin*, September, 1909.

hold gods, we made him revoke the insult, and, kneeling down upon the folds of the dear old flag, he raised it to his lips and kissed it, not once but again and again. Then, after cautioning him against dangers which beset the backslider, we politely bade him good-night. Surely, sir, the boys of '61 were lineal descendants of the men who brewed the tea in Boston harbor."

Moved by the spirit of war, some of the students one night filed silently out to Greenland, a village eight miles away, and dragged home an ancient cannon, which they labeled "Phillips for War!" and planted before the door of the recitation hall. The next morning Principal Soule eyed the gun narrowly and after the formal exercises at chapel showed his patriotism and his tact in dealing with a new problem by declaring that he was not displeased with the martial spirit of the boys, since it showed that they were ready to answer the call of their country; but he added that he wondered where the engine came from, and if it really was safe to fire.

His generous stand brought wild cheers from the students, whom he then directed to get permission to fire the old brass cannon that stood near the town hall. A collection was taken to buy powder, and many rounds were fired. In that way the boys vented their enthusiasm for the cause that was to cost many of them their lives.

Soon the boys formed a company, of which they elected George B. Russell, '61, captain, and Peter C. Du Bois, '63, who had training in a military school, drill master. One night the company bivouacked in the Gilman woods, and some of the members amused themselves by breaking guard. At daybreak the company straggled to breakfast with their ardor for soldiering distinctly dampened. For drill they had a few an-

tiquated muskets, and Cleveland and Hanscomb furnished the martial music of a fife and drum.

But in spite of the war, studies were not neglected, for in the fall of 1861, 16 students from Exeter entered the freshman class at Harvard, and 8 the sophomore class; also, 4 went to Yale, and a few to other colleges.

Abraham Lincoln's election to the presidency was in a way due to a visit to his son, Robert Todd Lincoln, '60, then a student in the Academy. Ambitious that his children should enjoy the best in education, which he himself had lacked, Mr. Lincoln intended to send Robert to Harvard; and on the advice of friends he sent him first to Exeter, to complete his preparation, where he planned to visit him if opportunity offered. How that visit came about, and what an important influence it had on political history, appears in the following extract from the *Nation* of August 2, 1917:

"The name of Abraham Lincoln was already fairly familiar to the people of the East through the newspaper reports of his stump debates with Stephen A. Douglas; and, besides, he had received next to the highest vote for Vice-President in the convention that launched the Fremont ticket. He was generally reputed to be a fascinating speaker, notwithstanding his awkward presence, and a great many people were curious to see him. It so happened that Plymouth Church, in Brooklyn, was conducting a course of popular lectures in the winter of 1859-1860, and it occurred to the committee in charge that Lincoln might prove an attraction. Their offer of two hundred dollars for a single appearance, coupled with a hint that other lyceums nearby might also like to have him, was promptly accepted, as it presented the possibility of a visit to his son with all expenses paid; his sole condition was that he should be allowed to speak on a political subject of his own choosing. Some of the church members appear to have entertained a belated misgiving on this head, as Mr. Beecher was doing a good deal in the same line himself. The Young Men's Central Republican Union of New York, however, stepped in at this juncture and took the contract off the

church's hands, and on February 27, 1860, in Cooper Union, Mr. Lincoln faced an audience different from any he had ever before addressed; it was made up mostly of substantial citizens who could not have been induced to attend an ordinary political rally, a large proportion being ladies.

"He chose for his text an extract from one of Douglas's speeches denying the right of the Federal authority to control the question of slavery in the Territories, in spite of the fact that it controlled all other governmental matters there. Taking Douglas's own arguments, and turning them back upon themselves, he so riddled them with his logic that the audience burst frequently into applause and laughter, and the leading newspapers the next morning pronounced him the most convincing orator New York had ever heard on the slavery question. Forthwith began to pour in upon him demands that he should stop at this and that point in New England on his way to or from Exeter. Up to that time the New Englanders had been somewhat prejudiced against the newcomer in politics because he hailed from what they regarded as a very raw and uncultured region and was himself said to be shockingly uncouth; and with men of so much higher type among their neighbors, why should they go so far afield for a candidate at the coming election?

"But after his trip to Exeter there was practically nothing left of this feeling. Wherever he spoke on that journey, the echoes of his visit continued ringing down to the time of the meeting of the Philadelphia Convention. On the first ballot for a Presidential candidate New England gave him 19 votes, on the second 32, on the third 42, and then rushed in to help make the nomination unanimous. And to the steadfast loyalty and earnest work of his new friends from 'Down East,' won on that memorable trip to see his son Robert, he owed a generous share of the credit for the turn of the tide against his rival, Seward."

A vivid account of the impression made on the undergraduates at Exeter by the tall westerner is from the pen of Marshall S. Snow, '61, as quoted by the *Bulletin* of September, 1909, from the Washington University *Record*.



"The other gentleman was Mr. Lincoln — tall, lank, awkward; dressed in a loose, ill-fitting, black frock coat, with black trousers, ill-fitting and somewhat baggy at the knees. Mr. Lincoln sat down in a chair reserved for him, and, with some difficulty, succeeded in arranging his long legs about or under the chair. My eyes were all for Lincoln. I saw a man whose face impressed me as one of the most interesting as well as one of the saddest and most melancholy faces that I had ever seen. His hair was rumpled, his neckwear was all awry, he sat somewhat bent in the chair, and altogether presented a very remarkable, and, to us, disappointing appearance.

"Judge Underwood was introduced as the first speaker, and delivered, as I am told, a very able speech. I confess I heard none of it, nor did those of my friends who sat near me. We sat and stared at Mr. Lincoln. We whispered to each other: 'Isn't it too bad Bob's father is so homely? Don't you feel sorry for him?' Our feelings were mingled ones of curious interest in the face of this melancholy looking man and of sympathy with our friend, his son.

"At last, then, Judge Underwood concluded his speech, and Mr. Lincoln was presented to us. He rose slowly, untangled those long legs from their contact with the rounds of the chair, drew himself up to his full height of six feet, four inches, and began his speech. Not ten minutes had passed before his uncouth appearance was absolutely forgotten by us boys, and, I believe, by all of that large audience. . . . We were carried away with the arguments, with the style, and with the rapid change now and then from earnest, serious argument to something which in a humorous fashion would illustrate the point which he was endeavoring to make. . . . There was no more pity for our friend Bob; we were proud of his father, and when the exercises of the evening were over and the opportunity was offered for those who desired to meet Mr. Lincoln, we were the first to mount the platform and grasp him by the hand. I have always felt that this was one of the great privileges of my life."

## CHAPTER XXIII

### EXETER IN THE GREAT WAR

NOW that the smoke of battle has cleared, it is possible to see something of the part that Exeter played in the Great War. The call to arms did not stampede the school into neglecting studies for war; the students who took college examinations did fully as well as those who had taken them in times of peace; the school is glad to remember that it kept its head. Yet in every proper way it fostered patriotism. The Battalion furnished military drill; many of its members enlisted, and the terrible earnestness of the drillers impressed itself forcibly upon all who saw them at work.

Long before America entered the war, Exeter men had died for the Cause. Florence J. Price, '01, joined a Canadian regiment, and while taking the place of a sick comrade on the firing line was killed at Ypres, May 30, 1916. Henry A. Butters, '09, a member of the Royal Field Artillery, was also killed in action at Ypres, August 31, 1916; and Henry E. M. Suckley, '06, a member of the American Field Ambulance Service with the British Army, was killed near Salonica, March 26, 1917.

When the country called them, Exeter men gave themselves freely. The number of living graduates of the Academy is between seven and eight thousand, of whom more than two thousand were in active service in the army and navy; the number of known killed is

62; of those decorated, 68; and the roster is far from complete.

The history of the Exeter Battalion is the record of the students and instructors who saw that their country would probably enter the war, and were eager to be ready when the summons came. During the long vacation of 1916 Mr. S. P. R. Chadwick and Mr. N. S. McKendrick of the Faculty attended the camp at Plattsburg, and on the opening of school in September formed the Exeter Plattsburg Club and began drilling those who were most eager for training. Intense enthusiasm marked the work; the usual outside activities of the school were abandoned for the science of war. The boys studied books on war with avidity and attended lectures on tactics; and on Wednesday and Saturday afternoons, traditional holidays at Exeter, they drilled tirelessly in the town hall.

In the spring of 1917 drill was continued under Lieutenant James P. Kelly, '14, who had attended West Point for a time. Later, when Lieutenant Kelly had been called to the aviation service, Cadet Major John H. Brewer, '19, took charge, and was followed by Mr. Eugene Galligan, Harvard R.O.T.C., who was called to service early in the winter term, and was killed in action September 6, 1918. Again Major Brewer took charge for a few weeks. Principal Perry had then obtained a number of guns of Austrian make for use in drill. Twenty-five students spent the spring recess of 1918 in studying military science, using the old gymnasium as a barracks, and working grimly.

In the spring term Major Brewer was called to the service, and Major Lawrence C. Warren, '18, took command until Captain S. A. Dion of the Canadian Expeditionary Force, who was invalided home because of wounds received at Ypres, assumed full charge of mili-

tary training. Captain Dion's energy, tact, and aggressiveness were infectious and most of the boys in the Academy enrolled for training.

A system of modern trenches was dug on the upper end of the golf course, and on land adjoining kindly offered by Mr. William H. Folsom, '77. In addition, signal, telephone, bayonet, machine gun, and bombing detachments were formed. Small books on modern warfare by Captain Dion were used as texts. Major J. C. Willson, '19, aided Captain Dion in the work of drill, and proved an inspiring leader.

On the opening of school in 1918 military drill for all students who were physically fit was required. Khaki became the only wear. The school suffered somewhat in numbers, since most of the students over eighteen years of age who had enrolled for the new year joined training camps in the hope of a commission. But Captain Dion's lectures on war were fully attended, and examinations on them were passed with credit. In a word, undergraduate Exeter responded, as did the whole country, to the call to arms. A holiday, filled with speeches and followed at night by a monster parade, marked the signing of the armistice on November 11. Military drill still continued through the fall term; but when, in the winter term, Captain Dion left to enter business, drill was discontinued. Nor is there any desire at Exeter now to foster unnecessary military fervor.

Nine of the Faculty resigned or received leave of absence for war work. Two joined the army, two the navy, one the Harvard S. A. T. C., two the Y. M. C. A., one the Friends' Reconstruction Unit. Another did Y.M.C. A. work at Camp Dix during the long vacation in 1918, and two attended Plattsburg in 1916. Still others served on local committees. One also served with the

Y. M. C. A. in Italy, and received the Italian War Cross.

To give a full account of the deeds of Exonians on the field of battle is beyond the scope of this volume. The sketches and letters here given are but a few of many, taken almost at random, for any choice among the Exeter men who entered the fiery furnace at Ypres, Chateau Thierry and other places that live forever in the history of American arms would be an invidious distinction. The brief records here given have been chosen because they breathe the spirit that actuated all the American troops.

Joseph F. Wehner, '17, captain of the football team in 1915, was killed in an air duel in France, September 20, 1918. Five days before his death he took part in an air raid for which he was cited as follows:

"For extraordinary heroism in action near Rouvres, France, September 15, 1918. While on a mission Lieutenant Wehner found an enemy patrol of eight machines attacking a single observation machine. He immediately attacked, destroying one and forcing another down out of control, his own plane being badly damaged by enemy machine-gun fire. He managed to convoy the American plane to safety. A bronze oak leaf is awarded to Lieutenant Wehner for the following act of extraordinary heroism in action near Mangiennes and Rieville, France, September 16, 1918: Amid terrific anti-aircraft and ground machine-gun fire, Lieutenant Wehner descended, attacked, and destroyed two enemy balloons. One of these balloons was destroyed in flames after it had been hauled to the ground and was resting in its bed."

Stephen Potter, '15, was killed in an airplane fight with Germans over the North Sea, April 25, 1918. He was born December 26, 1896, and entered the Academy in 1911. In an unusually strong class, he was easily a leader, and captained the track team in his senior year. He was secretary of the class and a member of the

Senior Council. From Yale he entered the Naval Reserve, received his training, and sailed for England, where he was assigned to duty over the North Sea. On enlisting he wrote, "I feel sure that this is my duty above all else. I realize that nothing else now counts." Upon leaving for active service he wrote, "I feel sure that I shall pull through it all. If I do, nothing will be sweeter than life. If I don't, I shall have an awful moment, and then have perfect peace forever. I have full belief and confidence in that. For you, time will heal all sadness." He wrote nine days before the end, "If you receive this you will know I have done my duty to the best of my ability. . . . Be sure I am wonderfully glad that I could give up my life so usefully."

An English fighter who was flying with the squadron when Potter was killed wrote, "I never in my life have seen such a wonderful sunset. It seemed as if nature was giving a tribute to those who had 'gone west'—and it was a glorious scarlet and golden west which welcomed them."

The official report of Potter's death follows:

"Potter left the North Sea station in a British seaplane and steered due east six miles west-southwest of Hinder Light. Another plane accompanied Potter. Two enemy planes were sighted to port, heading toward them. Both British planes dived about 100 yards apart, closing upon the nearest German.

"Potter's companion had emptied one drum from the forward cockpit when the gun jammed. Two more hostile planes then appeared overhead, attacking vigorously. Both Britons turned to the west, pursuing one of the lower enemy, who was soon lost to view. Three others passed astern, following at a sharp angle. Potter was close above his companion, and dove to within 100 feet of the water.

"Both machines flattened out, and Potter's companion, being faster, throttled down until Potter came abreast. Thus they

ran westward at full speed, close together, for several minutes under continuous volleys from the rear.

"Four more enemy machines now appeared in V formation. Of seven Germans in action, four were attacking Potter and the others his companion. Potter fell behind and began to zigzag.

"Again his companion throttled down to let him catch up, and began climbing to reduce headway. Potter dodged again but was then broadside to all enemy machines and under their fire only fifty feet from the water. His companion, 250 feet above, saw Potter's machine burst into flames, come down part of the way under control, then crash on the port wing tip.

"Potter was last seen on the surface amid flames, which suddenly turned to a huge cloud of smoke.

"Two of the enemy circled over the spot, then joined the other side. When the pall had cleared, not even wreckage was visible."

Second Lieutenant Kenneth E. Fuller, '12, who was killed July 18, 1918, while leading his men in a desperate and successful assault on a nest of enemy machine guns near Longpont and Vierzy, between Chateau Thierry and Soissons, was a typical example of the young American who went to war, not to kill, but because he felt it a duty. A member of a family fond of shooting and fishing, he never could bring himself to kill; but instead he devoted himself to art and poetry, and attained great skill with the violin. He graduated at Harvard and the Harvard Law School, and enlisted in 1916. After reaching France he was put into legal work affecting American soldiers, but he felt that his real call was to fight, so he resigned from a position of safety in the Judge Advocate's department to go to the front. He said, "I don't think I could go up to a German boy and stab him with a bayonet, but that is what may be required of me." In a letter to his father telling him of his decision to go to the front, he said, "I have acquired a strong dislike for the young, healthy embosque and it would be a terrible wrench for me suddenly to become one. . . . The

second-lieutenant who goes 'over the top' successfully displays about the finest qualities a man can have, and for a year my mind has been set on being put to the test, to see if I had a share of those qualities. . . . I have never been happier since I joined the army. I am going to the front, where men do the real, honest-to-goodness work of the war, — where they sweat and swear, but go to sleep (when they can) with easy consciences and proud souls." In the final attack he crawled forward to locate the concealed guns, a mission so dangerous that he would not send any of his men, and then returned and led the assault. The report says, "What few of his men reached the guns took them and saved hundreds of lives."

Duncan Q. Guiney, '09, a private in Company L, 107th U. S. Infantry, was killed in action in Flanders, August 21, 1918. On August 12, a few days before the fatal charge, he wrote:

"Many of us are writing our last letters, as God only knows the future. Inasmuch as the other American regiments that have gone up before us have suffered quite heavily, we are expecting to bleed and suffer too, and I believe we are ready! I expect to give the best that is in me — to be the first in the fighting and the last to quit. . . . Just think of all the wonderful deeds performed in the past by the Athenians, Romans, English, French and even Germans. And then think of the chance *I've* got. I wouldn't swap places with a king! If I'd lived 2,000 years I couldn't have had a chance to equal this."

Howard W. Arnold, '11, was killed while leading an attack near Chateau Thierry, July 28, 1918. On July 20 he wrote to his family:

"The men were magnificent — everyone was. Ours, the 2nd Battalion, up front, fought gloriously and held, held, held — they accomplished the unheard of, the impossible, and the whole



Division stood like a solid stone wall of olive drab, fighting, dying and conquering. . . .

"Lack of sleep was the worst of all—from Sunday noon until Friday noon I honestly did not sleep *at all* except for here and there a precious snatched half hour. . . .

"I know, dear people, these anxious weeks will be worse for you than for me, but we just must take things with a smile and 'Carry on.' So far I've been spared; Lord how I pity those with 'bullet proof' and 'camouflaged' jobs!"

The following letter of immortal simplicity and devotion was written by Lieutenant Henry A. Butters, '09 (whose death before we entered the war has already been referred to in the beginning of this chapter) shortly before he was killed in action, August 31, 1916:

"I am no longer untried. Two weeks' action in a great battle is to my credit, and if my faith in the wisdom of my course or my enthusiasm for the cause had been due to fail, it would have done so during that time. But it has only become stronger; I find myself a soldier among millions of others in the great allied armies fighting for all I believe right and civilized and humane against a power which is evil and which threatens the existence of all the right we prize and the freedom we enjoy.

"It may seem to you that for me this is all quite uncalled for, that it can only mean either the supreme sacrifice for nothing or at least some of the best years of my life wasted; but I tell you that I am not only willing to give my life to this enterprise (for that is comparatively easy except when I think of you), but that I firmly believe—if I live through it to spend a useful lifetime with you—that never will I have an opportunity to gain so much honorable advancement for my own soul or to do so much for the world's progress, as I am here daily, defending the liberty that mankind has so far gained against the attack of an enemy who would deprive us of it, and set the world back some centuries if he could have his way.

"I think less of myself than I did, less of the heights of personal success I aspired to climb, and more of the service that each of us must render in payment for the right to live and by virtue of which only can we progress.

"Yes, my dearest folks, we are indeed doing the world's work over here, and I am in it to the finish."

Arthur Bluethenthal, '09, famous as an athlete at Exeter and Princeton, who was killed in action June 7, 1918, in France, wrote thus to his family shortly before his death:

. . . "Don't think for a minute that I won't do everything I can to live — I love life — but my life does not now belong to me. It belongs to France — to the Allies — to the cause for which I have pledged myself till the war is over and won. . . .

"And if I shouldn't come back I want you *not* to feel badly about it. I am glad I have the chance to live in times like these and to do my bit for the future of the world — for a world that my family is going to be able to live in peace and happiness, because there will be no more war. . . .

"And if I shouldn't ever see you again, remember not to be sorry but glad and proud of me. . . .

"This is a funny way for me to write, isn't it? But I am a lot more serious over here than I was at home. Here we face every day the stern facts of life and death and we are not afraid.

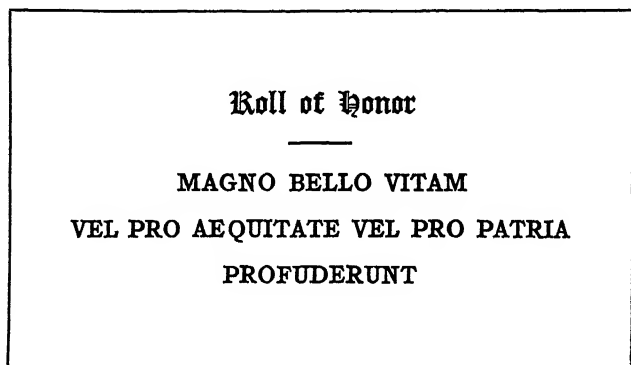
"It's hard to explain the way we feel about it all, about France — we who volunteered to fight for her long before our own country was too proud to fight. Alan Seegar, who was in the Foreign Legion, our regiment, summed it all up in his 'Ode to the Volunteers' fallen for France — the following verse:

'Yet sought they neither recompense nor praise,  
Nor to be mentioned in another breath,  
Than their blue-coated comrades whose great days  
It was their pride to share — aye,  
Share even unto the death.  
Nay, rather, France, to you they rendered thanks,  
Seeing they came for honor not for gain;  
Who opening to them your glorious ranks,  
Gave them that grand occasion to excel,  
That chance to live the life most free from stain  
And that rare privilege of dying well.'"

Grief is not the only, nor indeed the predominant, emotion that one feels in reading these letters. The spot where one of those sons of the old Academy lies is forever America, and in the tenderest and most sacred sense, forever Exeter.

## HONOR ROLL

*On a large tablet in the Chapel at Exeter is inscribed this heading, and these names.*



JOHN BROADHEAD VAN SCHAICK, 1883. Died of influenza at Treves, Germany, December 11, 1918.

EZRA CHARLES FITCH, JR., 1901. Died of pneumonia at Hartford, Conn., October 13, 1917.

FLORENCE JOHN PRICE, 1901. Killed at Ypres, May 30, 1916.

HUGH CHARLES BLANCHARD, 1905. Killed in action, July 18, 1918.

ROGER WOLCOTT HITCHCOCK, 1906. Killed in action at Chateau Thierry, September 2, 1918.

GARNETT MORGAN NOYES, 1906. Died of influenza at Camp Lee, Va., September 24, 1918.

HENRY MONTGOMERY SUCKLEY, 1906. Killed near Salonica, March 18, 1917.

JACK STEWART ALLISON, 1907. Killed in action in the Argonne Forest, October 14, 1918.



STEPHEN POTTER, CLASS OF 1915,

*Killed in Action*



- STANTON KING BERRY, 1907. Died of pneumonia in France, October 19, 1918.
- OLIVER MOULTON CHADWICK, 1907. Killed in action at Bixchoote, Belgium, August 14, 1917.
- MICHAEL THOMAS O'DONOGHUE, 1907. Killed in action at Somme-Py, October 4, 1918.
- ARTHUR MEREDYTH ROBERTS, 1907. Killed in airplane accident in France, October 18, 1918.
- CHARLES HENRY BURNS, 1908. Died from wounds received in action, October 18, 1918.
- LIVINGSTON LOW BAKER, 1909. Killed in airplane accident in Italy, June 1, 1918.
- ARTHUR BLUETHENTHAL, 1909. Killed in action June 7, 1918.
- HENRY AUGUSTUS BUTTERS, 1909. Killed in action at Ypres, August 31, 1916.
- JOHN JOSEPH FITZGERALD, 1909. Died in service.
- DUNCAN QUARTUS GUINEY, 1909. Killed in action in Flanders, August 21, 1918.
- IRAD MORTON HIDDEN, 1909. Died of pneumonia in France, October 1, 1918.
- JAMES PATRICK DUNN, JR., 1910. Died at Camp Devens, Mass.
- ROBERT GREENLEAF DURGIN, 1910. Died at sea, October, 1918.
- THEODORE HERVEY GUETHING, 1910. Died of pneumonia at Dover, N. J., Arsenal, October 16, 1918.
- HOWARD WILLIS ARNOLD, 1911. Killed in action on the Ourcq, July 29, 1918.
- RALPH EDWIN CARPENTER CHAPMAN, 1911. Died of influenza at Camp Colt, Pa., October 1, 1918.
- ALEXANDER DICKSON WILSON, 1911. Killed in action, October 1, 1918.
- KENNETH ELIOT FULLER, 1912. Killed in action near Chateau Thierry, July 18, 1918.
- EDGAR HARRY JONASSON, 1912. Died of cerebral meningitis at Portsmouth, Va., October 8, 1918.
- HARRY HUBBARD METCALF, 1912. Died of pneumonia at Park Field, Memphis, October 13, 1918.
- THOMAS RIPLEY DORR, 1913. Died at Norfolk Naval Hospital, August or September, 1917.
- CLAUDIUS RALPH FARNSWORTH, 1913. Killed in action at Chateau Thierry, July 12, 1918.

- HENRY NORMAN GRIEB, 1913. Died at Bourges, France, August 26, 1917, of wounds received in action.
- HENRY FRENCH HOLLIS, 1913. Died at Dayton, O., September 4, 1918.
- GEORGE SOUTHWICK KERR, 1913. Killed in action on the Ourcq, October, 1918.
- WINTHROP FLOYD SMITH, 1913. Died of pneumonia at Bay Shore, L. I., Aviation Station, October 10, 1918.
- EDWARD LAIRD YOUNG, 1913. Died in Russia, March 14, 1919.
- CHARLES CLAYTON COLE, 1914. Killed in airplane accident at Park Place Field, Houston, Tex., December 6, 1918.
- FRANK DURHAM HAZELTINE, 1914. Killed in action at St. Mihiel, September 12, 1918.
- EARLE MADISON LAWRENCE, 1914. Died of pneumonia at Camp Colt, November 20, 1918.
- FRANK HOLMES ARNOLD, 1915. Killed in action in the Cambrai-St. Quentin drive, September 29, 1918.
- LLOYD FREDERICK EMERSON, 1915. Died in France, 1918.
- THOMAS BROWNE MCGUIRE, 1915. Killed in railroad accident, Chicago, January 15, 1918.
- LEONARD SOWERSBY MORANGE, 1915. Killed in airplane accident at Shotwick, England, August 11, 1918.
- STEPHEN POTTER, 1915. Killed in airplane fight in North Sea, April 25, 1918.
- PIERCE BUTLER ATWOOD, 1916. Died July 21, 1918, of wounds received in action at Chateau Thierry.
- EDWARD LAURISTON BULLARD, 1916. Killed in automobile accident in France, April 8, 1919.
- STORRS WRIGHT BUTLER, 1916. Died of pneumonia at Camp Dix, September 23, 1918.
- JOSEPH EMERSON EATON, 1916. Died at Camp Devens, July 14, 1918.
- JAMES MCCLELLAND SHANNON, 1916. Died May 31, 1918, of wounds received in action.
- ROBERT GURDON THOMSON, 1916. Died February 16, 1920, from disease contracted in the Argonne.
- RICHARD CRAWFORD CAMPBELL, JR., 1917. Died at Hanover, N. H., October 7, 1918.
- ABRAM ROBERTSON FRYE, 1917. Killed in air duel in France, July 9, 1918.
- ALLEN HOLLIS, JR., 1917. Died of influenza at Cambridge, December 18, 1918.

- SANFORD HUBBELL POTTER, 1917. Died of influenza at Camp Zachary Taylor, October 17, 1918.
- SPENCER WALLACE SLAWSON, 1917. Died of pneumonia at Hanover, N. H., October, 1918.
- RICHARD SANDERS TRUITT, 1917. Died of pneumonia at Camp Lee, October 13, 1918.
- JOSEPH FRANK WEHNER, 1917. Killed in action September 20, 1918.
- EDWARD CLARKSON BONNELL, 1918. Died of wounds received in the battle of the Hindenburg Line, October 2, 1918.
- GEORGE WINTHROP BOURN, JR., 1918. Killed in action at Chateau Thierry, July 21, 1918.
- MORSE FREEMAN, 1918. Died of pneumonia at Camp Quantico, October 4, 1918.
- RICHARD ALEXANDER HEWAT, 1918. Killed in action August 14, 1918.
- STANLEY WALLACE PETERS, 1918. Killed in action April 9, 1917.
- HENRY FOSTER WHITE, 1919. Died in service, December 26, 1917.
- MISS KATHERINE P. IRWIN, Academy Nurse. Died in France, June 24, 1918.
- EUGENE GALLIGAN, Military Instructor. Killed in action September 6, 1918.

## DECORATIONS

*These decorations were awarded Exeter men for services in the Great War.*

- EDWARD TUCK, 1858. Prix de Vertu. Cross of the Legion of Honor.
- JEFFERSON BUTLER FLETCHER, 1883. Distinguished Service Cross.
- JAMES ROBERTSON BARBOUR, 1887. Cross of Chevalier of the Legion of Honor.
- THOMAS CURTIS CLARKE, 1893. Croix de Guerre.
- CHARLES NORMAN FISKE, 1894. Distinguished Service Medal.
- WALTER WILLIAMSON MANTON, 1901. Distinguished Service Cross.



- JOHN H. LEAVELL, 1903. Distinguished Service Cross.  
 ROGER WOLCOTT HITCHCOCK, 1906. Distinguished Service Cross.  
 Croix de Guerre with Palm.  
 GEORGE MILLER PINNEY, JR., 1906. Croix de Guerre.  
 HENRY MONTGOMERY SUCKLEY, 1906. Croix de Guerre.  
 OLIVER MOULTON CHADWICK, 1907. Medal of Aero Club of  
 America.  
 NORRIS WILLIAM GILLETTE, 1908. Distinguished Service Cross.  
 ADOLPH ANSELM, 1909. Croix de Guerre.  
 ARTHUR BLUETHENTHAL, 1909. Croix de Guerre.  
 CHANDLER SPRAGUE, 1909. Distinguished Service Cross.  
 ARTHUR HADDON ALEXANDER, 1910. Distinguished Service Cross.  
 EDWIN CHARLES PARSONS, 1910. Croix de Guerre with 9 Palms.  
 Medaille Militaire. Cross of the Legion of Honor.  
 Cross of Leopold.  
 WILLIAM WINTHROP CORTELYOU, 1911. Croix de Guerre.  
 JOHN HAMMOND MACVEAGH, 1911. Croix de Guerre, highest  
 class.  
 JOHN JEFFERSON FLOWERS STEINER, 1911. Distinguished Serv-  
 ice Cross.  
 SUMMERFIELD BALDWIN, 3RD, 1912. Croix de Guerre.  
 WILLIAM JOHN BINGHAM, 1912. Croix de Guerre.  
 SAMUEL ANDREW BOWMAN, 1912. Distinguished Service Cross.  
 KENNETH ELIOT FULLER, 1912. Croix de Guerre. Distin-  
 guished Service Cross.  
 APPLETON TRAIN MILES, 1912. Croix de Guerre with Palm.  
 Legion of Honor.  
 DANIEL WILLARD, JR., 1912. Croix de Guerre.  
 ROBERT WILLIAM WOOD, JR., 1912. Croix de Guerre.  
 WILLIAM CLOSSON EMORY, 1913. Croix de Guerre with Silver  
 Star.  
 HERBERT RUSHFORTH GARSIDE, 1913. Croix de Guerre.  
 ROBERT GRANVILLE HUTTON, 1913. Croix de Guerre.  
 HARRY HOBSON NEUBERGER, 1913. Distinguished Service  
 Cross.  
 CHARLES GORDON GREENHALGH, 1914. Croix de Guerre.  
 HAROLD DANA HUDSON, 1914. Distinguished Service Cross.  
 JOSEPH TIMOTHY WALKER, JR., 1914. Croix de Guerre.  
 JAMES EDWARD BRESLIN, 1915. Croix de Guerre with Palm.  
 Cross of Legion of Honor. Distinguished Service Cross.  
 JOSEPH ROBERT DENNEN, 1915. Croix de Guerre.

- BROWNLEE BENSEL GAULD, 1915. Croix de Guerre.  
 JOHN HOLME LAMBERT, 1915. Distinguished Service Cross.  
 JAMES MILLER PARMELEE, 1915. Croix de Guerre.  
 LOUIS FELIX TIMMERMAN, JR., 1915. Distinguished Service Cross.  
 HOWARD CAMPBELL, 1916. Croix de Guerre with Silver Star.  
 ALAN AVERY CLAFLIN, JR., 1916. Croix de Guerre.  
 JAMES MORISON FAULKNER, 1916. Croix de Guerre.  
 FRANK STEPHEN KELLY, JR., 1916. Croix de Guerre.  
 NORMAN COIT LEE, 1916. Medaille Militaire.  
 RUSSELL HAYWARD POTTER, JR., 1916. Croix de Guerre. Decorated second time with Gold Star.  
 EDWARD ELLIS ALLEN, JR., 1917. Italian War Cross. (Croce di Guerra.)  
 GUY EMERSON BOWERMAN, JR., Croix de Guerre.  
 GEORGE NATHANIEL CARPENTER, 1917. Italian War Cross.  
 ELBERT BRINCKERHOFF DUNCAN, 1917. Italian War Cross.  
 STACY COURTIS RICHMOND, JR., 1917. Italian War Cross.  
 JOSEPH FRANK WEHNER, 1917. Distinguished Service Cross with Bronze Oak Leaf. Medal of Honor of Aero Club of America.  
 GEORGE HENRY LOWE, JR., 1918. Croix de Guerre with Two Stars.  
 HENRY CLARENCE MURRAY, 1918. Croix de Guerre.  
 HARDWICKE MARMADUKE NEVIN, 1918. Medaille Militaire.  
 RICHMOND ROSSITER, 1918. Croix de Guerre.  
 MALCOLM KENNETH DOUGLAS, 1921. Croix de Guerre.  
 OTIS M. BIGELOW, JR., Instructor. Italian War Cross.

## SUMMARY OF EXETER MEN IN THE GREAT WAR

*Army*

Brigadier-General, 1  
 Colonels, 5  
 Lieutenant-Colonels, 9  
 Majors, 46  
 Captains, 149  
 First Lieutenants, 217  
 Second Lieutenants, 333

*Navy*

Captains, 2  
 Commanders, 3  
 Lieutenant Commanders, 2  
 Lieutenants, (s. g.) 6  
 Lieutenants, (j. g.) 25  
 Ensigns, 102

Total, 900 Officers

## NUMBER OF MEN IN SERVICE BY CLASSES

Class	No.	Class	No.
1870 . . . . .	1	1901 . . . . .	23
1873 . . . . .	1	1902 . . . . .	25
1879 . . . . .	1	1903 . . . . .	20
1880 . . . . .	1	1904 . . . . .	24
1881 . . . . .	1	1905 . . . . .	36
1882 . . . . .	1	1906 . . . . .	53
1883 . . . . .	3	1907 . . . . .	64
1884 . . . . .	1	1908 . . . . .	73
1885 . . . . .	2	1909 . . . . .	112
1886 . . . . .	2	1910 . . . . .	103
1887 . . . . .	2	1911 . . . . .	135
1888 . . . . .	4	1912 . . . . .	141
1889 . . . . .	4	1913 . . . . .	157
1890 . . . . .	5	1914 . . . . .	181
1891 . . . . .	5	1915 . . . . .	208
1892 . . . . .	5	1916 . . . . .	190
1893 . . . . .	8	1917 . . . . .	200
1894 . . . . .	2	1918 . . . . .	150
1895 . . . . .	9	1919 . . . . .	125
1896 . . . . .	7	1920 . . . . .	35
1897 . . . . .	7	1921 . . . . .	2
1898 . . . . .	7		
1899 . . . . .	16		
1900 . . . . .	12	Total . . .	2164
Banner Class, 1915 . . . . . 208 men			
Number of men in auxiliary service . . . . .			53
Grand Total . . . . .			2217
Total number on Honor Roll . . .			62
Total number of decorations . . .			68

## CHAPTER XXIV

### TRADITIONS AND IDEALS

THE place which Exeter holds in secondary education has been won by fostering traditions and ideals which lie rooted deep in the soil of early New England. Benjamin Abbot laid the foundations for ideals when he insisted that the homely task of construing Latin be done with intense thoroughness. The learned formed an intellectual aristocracy to which every frugal man desired his sons to belong. No sacrifice on his part was too great. Daniel Webster well illustrates this trait in reference to his own father, who was determined that his sons should not toil unfruitfully as he had done. The struggles of such families as that of Webster to send their sons to Exeter and thence to college are of deep pathos and beauty. It is small wonder, then, that the sons came imbued with the fire of sacrifice lit at home. The light of joy in the parents' eyes at scholastic honors won; the memory of the stern struggle which the sons saw on their return home from a term at John Phillips's school; the hope for better things for themselves, for their parents, and for their own future, — these led those early Exonians to use jealously and without waste the rare chance of instruction under peerless Master Abbot and his zealous assistants.

Chief among the cherished traditions that have made Exeter is that the day's work must be done. This manifests itself in many ways. For one thing, a boy is

ashamed not to do to the best of his ability the day's requirement. When all is said and done, the earnest belief that work comes before play, that not to do the task is treason, that a stigma attaches to the boy who shirks, keeps the Exeter student loyal to work. Also, ever since the days of Benjamin Abbot the boy who could answer well has always been the boy most admired and copied at Exeter. He is to scholarship what the members of the football team are to athletics. No boy feels shame-faced in answering well; a clear, definite answer seems in no way to be compromising; he is not setting himself above his class-mates. On the other hand, the brilliant answer, the perfect recitation is eagerly sought, and the maker is copied. The boy feels that great pressure of public opinion which is the strongest deterrent and the strongest stimulant among boys and among men.

When, under President Eliot, Harvard enlarged and changed entrance requirements to meet the demands of a restless and growing democracy, Exeter was not slow to fall into step. New courses were added; yet the old ones which had long served with such value were by no means discarded. Latin, Greek, and mathematics, which long ruled almost to the exclusion of other studies, are still the backbone of a student's course. But the course is now complete and rounded, deficient in no detail. The widening schedule has not encroached vitally on the ancient, ennobling, and refining humanities.

Learn, or give your place to some one who can do the work, is a frank statement of the requirements at Exeter. In other words, if a student fails hopelessly in studies or in manly conduct, he is failing to live up to the ideals laid down for all who are citizens in good standing in the little commonwealth. Just what,

then, are the penalties? The three designations of study hours, restrictions, and probation are all aimed not to punish but to reclaim the student so that he may again become a member in good standing. But in case, after being classified in studies so that he can do the work he still fails, or if he does not respond to the exuberant and ennobling elements and examples about him to lead to a profitable academic life, there is only one step left: he must go elsewhere, where the pressure of studies is not so great, or where the standards of conduct are not so severe. The number of those who have been required to withdraw in some years has been rather large. If each boy so dismissed had become an enemy of Exeter, the school would have suffered; but many a boy has declared his debt to the school for such severity. In fact, the few American schools which have adhered rigidly to such stern methods have earned the deep gratitude of American education.

One thing which has fostered pure democracy at Exeter is the independence of the individual instructor. He is chosen in the first place for certain qualities of leadership, and these qualities are fostered by his life in the school. He holds his position by the results which he obtains as a teacher, not by flattery to the senior members of his department or to the principal. In the conduct and governing of his classes he has free rein; he is responsible for results, but for the larger questions of how successful his life is to be he must answer to his own conscience. In much the same way as the student, the young instructor is left pretty much to work out his own salvation. In rare instances the instructor misuses his liberty; and in that case he fails.

It is in the weekly meetings of the Faculty that the democracy of the school is best served by the total in-

dependence of the instructors. The great questions at Exeter are settled in Faculty meeting, where the voice and vote of each instructor have weight. Ever since 1857, when the powers of school government were conferred on the Faculty, all matters of school policy have been settled by the Faculty, not by the principal or by the Trustees. In Faculty meeting every instructor can speak his mind freely, frankly, fearlessly. On occasion the principal has been voted down. This deciding of vital matters in open session is of countless advantage. The students know that their cases are settled not by any star chamber council, but by careful deliberation in common assembly. And every boy, through his adviser, has a friend at court.

The Exeter tradition of a large amount of freedom has been a great factor in establishing boys for a manly, independent existence. The liberty to study when and where he wishes, without supervision, of using or of wasting his hours, throws many a new Exonian for a few days of the opening year into a quandary. He leaves the recitation room with the next assignment clearly in mind, but he may now have a free period, in which he may visit the school post office, and in general do what he wishes. The next recitation seems remote, though he knows that he needs time for its preparation. Shall he idle away those minutes in a companion's room, or shall he attack that vagrant lesson? The wasting of those precious minutes brings swift retribution when he appears in class the following hour. In the grim determination to make good next time the new boy is making a long stride towards good Exeter citizenship. Quickly, then, he falls into the habit of doing his work on his own initiative; no one is watching him; he is the master of his own fate. This very fact has led to the expression that Exeter is a

school for manly boys. No coddling is practised, nor is it necessary. And it is not a place for boys who need surveillance.

Exeter has always paid rich awards for work well done. The hard, earnest preparing and reciting of lessons, the eliminating of failure, the determination to profit by mistakes, constitute the student's labor. And the reward is always secured. The approval of the instructor and of the student's classmates, the constant return of examination papers with steadily rising marks, these are some of the rich rewards of those who toil. Then come the monthly marks, the term marks, and last, the college examinations in June, which provide a glorious reward for work well done.

The task of Exeter is simplified by meeting the requirements of the College Entrance Examination Board each June. The examinations give a definite standard by which the success of students in mastering their subjects is gauged. Each instructor is allowed entire freedom in getting results. Constant drill in the elements of any subject is a requisite for success. Newer educational fads, the attempt to work reforms, the chopping and changing which have wrecked many schools and have left in confusion many a young mind, have no place at Exeter. At once holding to the tried and true in education, yet ever reaching forward to keep abreast to the times, Exeter finds her truest place in preparing boys for college.

## SCHOLARSHIP AND SCHOLARSHIPS

In addition to funds for running the school, John Phillips provided about two thousand pounds for educating "such as may be of excelling genius and of good moral character." The competition for the scholar-



ships under this fund, which are awarded on a basis of high standing in studies with due regard for pecuniary needs, has been a potent factor in keeping the standard of work in the Academy of high grade. Oftener than not the leaders in class are scholarship boys. Their mastery of every detail in the lesson, and often their voluntary looking up of outside references inspires both teachers and fellow students. Also the need of scholarship boys to dress simply yet genteelly sets a standard of modest, suitable attire that boys of means are quick to adopt. The presence of so many scholarship boys, who lead with a good deal of regularity in the athletic, social, religious and literary life of the undergraduates sets an example that automatically drives out the bizarre in dress and action. The new boy at Exeter may feel a shock when first he sees a boy who had just led his class in recitation waiting on him at table in Alumni Hall, or shoveling snow from the walks, but he soon finds that the worker stands quite as high as the boy of means; and when elections come, rich and poor, high and low are voted for with regard to their fitness and popularity, not with regard to their wealth. The boys of means must necessarily admire the class-mate of sturdy self-reliance who pays his own term bills, and at the same time wins the school honors which the boy of means himself would gladly win — and may if he is worthy.

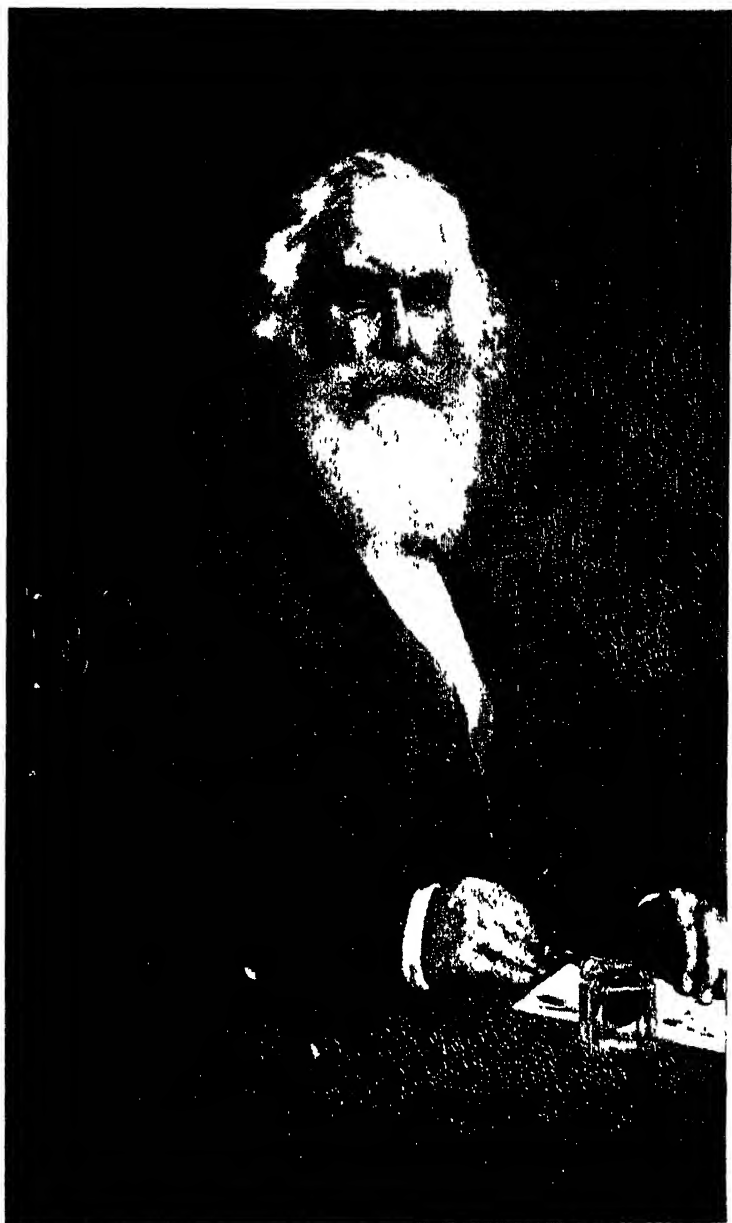
Besides high standing in studies there are other requirements for holding scholarships. No student who uses tobacco is considered a candidate; and the candidate's tastes and habits must be frugal. In other words, the income from scholarships is to be used with Puritan simplicity. There is no need to urge the foundationers to lead the simple life.

It was not until eighty years after the founding of

the Academy that any new acquisition of scholarships, now so common and valuable, was made. The will of Dr. Jonathan Sibley, Union, Maine, who died October 16, 1860, contained this clause: "I give and devise to the Trustees of the Phillips Exeter Academy in Exeter, N. H., the sum of one hundred dollars, to be applied by them in any manner in which they shall deem expedient for the benefit of said Seminary; and this bequest I make in grateful remembrance of the favors which my son, John Langdon Sibley, has received at that institution." This bequest John L. Sibley, class of 1819, turned over to the Trustees, adding one hundred dollars of his own. The following year he added another hundred dollars. He made the requirement that no student who used tobacco or stimulants in any form should benefit by the foundation. Later, on November 25, 1862, Mr. Sibley gave the Trustees a legacy which he had received from his father, saying in part: "I wish this gift, though I inherited the property without any restrictions or conditions, may be considered as coming from my father, Dr. Jonathan Sibley. It has in my eyes a sacredness which I could not attach to any property acquired by my own exertions, and as this property was acquired by the *most rigid economy* both of my father and my mother, Persis (Morse) Sibley, through a long life, and for many years of it by a *self-denial* which it would not be expedient for me to illustrate by details, it is confidently expected that it will be vigilantly guarded by the trustees." For ten years Mr. Sibley jealously kept his secret; but at the Soule Festival, April 19, 1872, he was prevailed on to allow the gift to be disclosed. The storm of applause at the announcement was overwhelming, and Mr. Sibley reluctantly told the story of his father's struggles, and of his own. It seems that his

father in riding through Exeter in 1797 had seen the boys at play in the school yard, and had determined that his own son should enjoy an education. "So," said Mr. Sibley, "in 1819 I was sent to Dr. Abbot's school, while my father continued to toil on his rough farm in the woods of Maine. Never shall I forget the day when I was admitted to the benefits of the foundation fund of the Academy. My clothes were of the rough homespun of the backwoods, and I was as green as the grass on the village common. I was very poor, but by rigid economy, and by teaching during the winter months, I managed to keep body and soul together. It was a hard struggle, and had it not been for the little aid my father gave me, I could not have succeeded. Now and then there came from the farm one dollar, or perhaps two,—never more than three,—which the utmost self-denial alone enabled my father to send me." Mr. Sibley added that he should increase his father's legacy by ten thousand dollars, and give it all to the Trustees, though it left him very little for his own use. When he had finished his simple narrative of the bitter struggle through which he and his parents had passed, there was not a dry eye in the audience; every person felt that he had looked deep into the springs of human love and devotion. The Sibley bequests have been rigidly kept; half of the income is added to the principal each year. The principal now amounts to \$78,884.08.

John L. Sibley was born in Union, Maine, in 1804, and graduated from Harvard in 1825. The next two years he spent as assistant in the college library. Then he studied for the ministry, and was ordained as pastor in Stow, Massachusetts, but in 1833 he returned as assistant in the Harvard College Library. In 1856 he was made chief librarian, and filled the position for



JOHN LANGDON SIBLEY



twenty years. He spent much time in cataloguing the books in the library, and in addition wrote two capacious volumes of biographical records of the early graduates of Harvard, which required long and painstaking efforts. He died in 1885.

If those who have provided scholarships for Exeter could read the chapter of what their aid has done for boys "of excelling genius and of good moral character," they would feel that their sowing had returned a hundred fold. Jared Sparks, historian, and president of Harvard College, left his work as journeyman carpenter in Willington, Conn., in 1809, sent his trunk to Exeter on the chaise of a man who lived there, and himself walked the whole distance. Impressed by the earnestness of the young artisan, Principal Abbot gave him a place as a foundationer, and the future of the brilliant scholar was assured. Christopher C. Langdell also made his career possible by winning a scholarship at Exeter. He had been employed as a mill operative and came so badly prepared that at first Principal Soule refused him aid. At this rebuff he sat on the steps of the old Congregational church in the school yard and wept. But he made a second appeal to Principal Soule, this time with success, and began in class the career which was to end with brilliance as the maker of the Harvard Law School by the case system, which he devised. Many other careers scarcely less distinguished may be chosen almost at random from the list of foundationers.

The establishment of the Sibley scholarships set the fashion and others have come regularly, until they now number about fifty, and provided for the school year 1921-1922 an income of \$14,000. This proves, naturally, of great help to the boys who apply for aid. In 1870 George Bancroft, class of 1811, historian and

United States minister to England and Prussia, in founding a scholarship, wrote: "A schoolboy is forgotten in the place of his haunts, but for himself he can never forget them. Exeter is dear to me, for the veneration in which I held Dr. Abbot, my incomparable preceptor, and for the helping hand extended to me by its endowments. I desire to repeat for others that come after me what was done for me."

The endowed scholarships at Exeter are constantly increasing, and their value to the school it is impossible to state.

## BENEFACTIONS AND ENDOWMENTS

To those who love Exeter and have followed its history, one of the most significant and cheering facts is that when, either through growth or changed conditions the needs of the school have grown acute, friends, both from the ranks of the alumni and from without, have come forward. Their donations have met the needs for new buildings, for enlarged grounds, for athletics, for higher teachers' salaries, and for enriching the life of the students. With the increasing cost of living and of expenses in general the ordinary revenues of the school were wholly inadequate; but the increase has been met unselfishly by those who in many cases could hardly have been looked to for such generous aid.

The first gift of importance after the founding by John Phillips was the west half of the Academy yard which was given by John T. Gilman, named by the Founder as his successor as chairman of the Trustees. Then for a good many years there was no special need for funds. The expenses of the school were met by the

slight fee charged for instruction. The Sibley bequests spoken of elsewhere called attention finally to the fact that funds to eke out those of John Phillips might do great good in furthering education.

The alumni had shown their loyalty in various gatherings at Exeter; but it was not until the fire of December, 1870, that destroyed the fine old Georgian recitation building erected by John Phillips in 1794 that they were given an incentive to do something of importance for the Academy. The committee which was appointed to rebuild the main hall found instant response to the appeal, and hundreds gave to the fund of over \$46,000 which was raised at that time. When in turn this hall was burned in 1914, many of those who contributed in 1871, augmented by hundreds of younger alumni, raised over \$147,000 for the new recitation building which follows the fine lines of the hall of 1794.

The need for new funds from 1872 until the coming of Dr. Amen as principal in 1895 was not very great. Woodbridge Odlin had given \$20,000 to found an English professorship, alumni had given \$2,000 for a special fund, and the alumni loan fund had been started. Among general gifts during this time were some of importance. Gideon F. T. Reed had given \$10,000, Henry Winkley had given \$30,000, John Phillips, of Boston, a descendant of the Founder's brother, \$25,000, Nathaniel S. Simpkins, Jr., class of 1850, and other alumni, \$5,000, Francis P. Hurd, \$50,000, Francis E. Parker, class of 1834, \$112,000, and others had made minor donations.

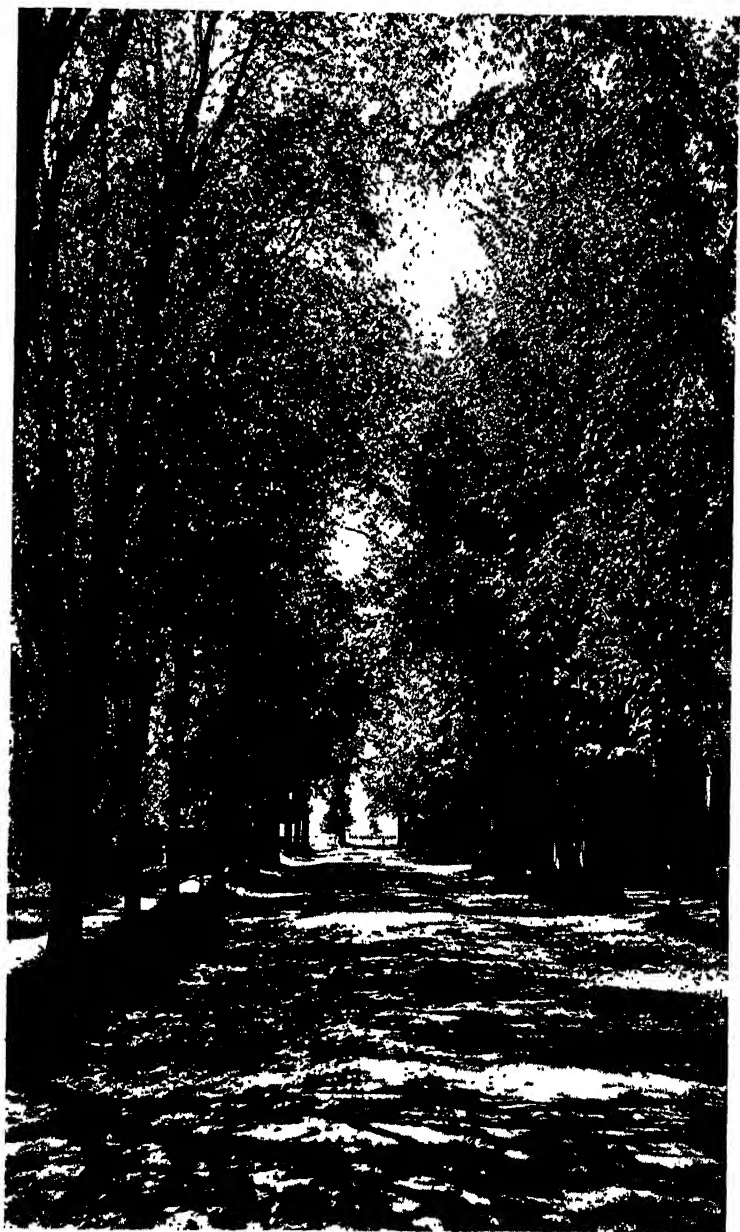
Most of the scholarships and special funds now owned by the Academy came through the zeal and devotion of Principal Amen. In 1895 the school was struggling for existence, and he at once enlisted the aid of every alumnus and friend. By raising the standard of



the school in every way, and by making the alumni aware of the chance for betterment he gained the help so badly needed. The material equipment of the Academy was far behind its needs; therefore he never failed to make clear these needs; and the appeal did not go unheeded.

Of late years the material equipment has been increased by a number of gifts. Most important among these are Merrill Hall, given by Dr. Abner L. Merrill, '38; the Gilman and the Long Houses, given by D. Hunter McAlpin, '82, and Charles W. McAlpin, '84; the Plimpton Fields, and the Fields Beyond, given by George A. Plimpton, '73; the Tuck House, given by Edward Tuck, '58; the Graduates' House given by the Class of 1890; the Thompson Gymnasium and Swimming Pool, given by William B. Thompson, '90; the first recitation hall, and the land on which it stands, the gift of the Class of 1891; the Hill Bridge, connecting the playing fields, the gift of George Hill, '65; the Davis Library, the gift of Benjamin P. Davis, '62; and the Lamont Infirmary, the gift of Thomas Lamont, '88.

For development and expansion the Academy must rely on funds outside of the yearly income from tuition. If the school had had no gifts and endowments since its founding, it would still be a small school of sixty or seventy scholars, much as it was in the day of Benjamin Abbot. Even under these conditions the tuition fee must have been advanced to its present rate, for the expenses would have rapidly mounted far beyond income. In other words, the school can pay its expenses from its yearly income; but for any improvements, for further enriching the life of students and instructors, more funds, some of them unrestricted, must come from outside sources. No other field of edu-



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cation offers a fuller reward for the investment of funds for the good of the future generations of the world. It is for this help that the Academy must look to alumni and friends. The names of those who add to John Phillips's foundation are joined to his in the cause of education.

## CONCLUSION

Although proud of her past, Exeter is more concerned with the present and with the future. She has never relied upon her past; that, perhaps, is the reason that for almost forty years no history of the school and its place in American education has been written. In the church, in politics, at the bar, in the army and the navy, in every form of public life, Exeter men have played a worthy and characteristic part. But, just as did the Founder, Exeter clings to ideals. With the new buildings and the enlarged endowment come new and greater obligations, but there is no danger that Exeter will forget either her duty or her ideals. The consciousness of defects that need mending, of debts to the country and of unattained standards, keeps the men who guide the school close at their high calling. The Academy still fosters good morals, manly character, and sound scholarship in its students, for whom old Puritan John Phillips founded a school "To learn them the great and real business of living."

## APPENDIX A

The earliest mention of the studies at the Academy occurs in the private diary of the first Preceptor, William Woodbridge, which was quoted by the *News-Letter* of July 5, 1895. He speaks of teaching languages, figures, geography, composition, and speaking. The course of study was perhaps made not primarily with the view of sending students to college; since, according to the Founder, Exeter was intended to fit boys for life rather than for college. But from the earliest years boys entered college regularly. Of those who entered Exeter under William Woodbridge, eight received degrees at Dartmouth, seven at Harvard, and one at Brown. Nathaniel Thayer, class of 1783, from Hampton, N. H., and Charles Walker, class of 1784, Concord, N. H., both received the degree of A.M. at Harvard in 1789. Three brothers, George, James, and John Sullivan, of Durham, N. H., all of the class of 1783, received the degree of A.B. from Harvard in 1790. The first man to enter Dartmouth from Exeter was Joseph Lamson, who lived in Exeter. He graduated from Dartmouth in 1790.

The fact that those men entered college from Exeter shows that all of them had studied Latin, a little Greek, and some arithmetic. It also discredits the statement of Professor Hoyt that only two boys in the Academy when Benjamin Abbot became principal had "looked into the mysteries of Latin." Harvard and other colleges at that time required Latin, Greek, and arithmetic. Later, their requirements were gradually made more difficult; but in the meantime the course at Exeter, planned for general education with admission to college as easy but incidental to general culture, had been broadened by the addition of many courses.

The two following certificates of accomplishment show to some extent the studies pursued. The oldest known is in the Harvard College Library. The recipient, Theodore Mansfield, entered Exeter in 1785:

The bearer of this, Theo. Mansfield, has been a student at the Phillips Exeter Academy. He has read those Classic Authors, a knowledge of which is considered as necessary for an Introduction into one of the Universities. He has likewise read a part of Horace's Odes, & paid some attention to Geography, Mathematicks and English Grammar. His conduct has been uniformly pleasing to his instructors, & he is now regularly dismissed from that Institution,

by

Benj<sup>m</sup>. Abbot,

Exeter Dec<sup>r</sup>. 27th. 1790

Inst<sup>r</sup>. of s<sup>d</sup>. Academy.

The second certificate has been widely quoted. It was given to Lewis Cass, and is now in the Davis Library at Exeter.

#### PHILLIPS EXETER ACADEMY

The Trustees of Phillips Exeter Academy, with a view to encourage Industry, Science and Morality, have determined that certificates may be granted to students in certain cases. Be it therefore known that Lewis Cass has been a member of the said Academy seven years, and appears on examination to have acquired the principles of the English, French, Latin and Greek languages, Geography, Arithmetic and practical Geometry; that he has made very valuable progress in the study of Rhetoric, History, Natural and Moral Philosophy, Logic, Astronomy and Natural Law; and that he has sustained a good moral character during said term.

In testimony whereof we hereunto set our hands, and affix the seal of said Academy, this second day of October, one thousand seven hundred and ninety-nine.

John T. Gilman,  
Benjamin Abbot.

Joseph S. Buckminster, class of 1792, recorded that he had studied the Greek Testament, Xenophon's Cyropaedia, Horace's Epistles, Sallust, Cicero, Virgil, Livy, Blair's Rhetoric, and Morse's larger Geography.

In 1808 the Trustees raised the requirements for admission to the English department by the following vote:

"That hereafter all those, who enter the Academy with a view to an English education only, shall be subject to an examination. That the qualifications for admission be such acquaintance with English Grammar as to distinguish with facility the parts of speech, & a knowledge of the fundamental rules of Arithmetic including Reduction & Simple Proportion, or what shall be deemed an equivalent, such proficiency in the Latin Language, as is ordinarily acquired in one year."

To do the work in this department Ebenezer Adams, A.M., was appointed professor. He resigned the following year, and in 1811 Hosea Hildreth was appointed professor. He continued to hold the position till 1825. Those two men were called Professor of Mathematics and Natural Philosophy.

The next important change in the curriculum came in 1818, when the following course of study was defined; the same wording was retained for many years:

"Candidates for admission must furnish evidence of good moral character, studious habits, and good capacities for improvement. They must give assurance for themselves, if of age, otherwise through their parents or guardians, of their intention to remain at the Academy, until they have completed the usual course of preparation for college—or the course of English education established at this institution.

"The time for admission is at the commencement of the term next succeeding the annual meeting of the Trustees in August.—Provided, however, that persons duly qualified, may at any time be admitted to advanced standing, at the discretion of the Instructors.

#### DEPARTMENT OF LANGUAGES

"This department comprises three classes, exclusive of the Advanced Class, on the assumption that three years will usually be necessary to prepare for College. These classes are so subdivided and arranged, as to give scope and encouragement to industry and talents; but all advancements from one class or division, to another, take place in consequence of satisfactory examination.

"Those students, who may choose to remain at the Academy, after completing the course of preparation for College with a view, either to obtain a more accurate and extensive knowledge of the Latin and Greek classics, or to enter College in advanced standing, constitute the Advanced Class.

## COURSE OF PREPARATION FOR COLLEGE

*First Year*

“Adams’s Latin Grammar, Jacobs’s Latin Reader, Viri Romani, Caesar’s Commentaries, Latin Prosody, Virgil’s Bucolics, Geography and Arithmetick.

*Second Year*

“Arithmetick, Exercises in reading and making Latin continued, Cicero’s Select Orations, Buttmann’s Greek Grammar, Jacobs’s Greek Reader, Danzel’s Collectanea Graeca Minora, Greek Testament, Sallust, Virgil’s Aeneid, English Grammar and Declamation.

*Third Year*

“The same Latin and Greek authors in revision, English Grammar and Declamation continued, Virgil’s Georgics, Algebra, exercises in Latin and English translations and compositions.

*Advanced Class*

“Horatius Flaccus, Titus Livius, Excerpta Latina, Parts of Terence’s Comedies, Collectanea Majora, Homer’s Iliad,—or such Latin and Greek authors as may best comport with the student’s future destination; Algebra, Geometry, Adams’s Roman Antiquities and Elements of Ancient History.

*English Department*

“Candidates for admission into this department must be at least twelve years of age, well instructed in reading and spelling, familiarly acquainted with Arithmetick through Simple Proportion with the exception of Fractions, with Murray’s English Grammar through Syntax, and must be able to parse simple English sentences.

The following is the course of Instruction and Study in the English Department, which, with special exceptions, will comprise three years.



*First Year*

"English Grammar, including exercises in parsing and analysing, in the correction of bad English, Punctuation, and Prosody; Arithmetick, Geography and Colburn's Algebra.

*Second Year*

"English Grammar continued, Geometry, Plane Trigonometry, and its application to Heights and Distances, Mensuration of Superfices and Solids, Elements of Ancient History, Logick, Rhetorick, English composition and Exercises of the Forensick, kind.

*Third Year*

"Surveying, Navigation, Elements of Chemistry and Natural Philosophy, with experiments, Elements of Modern History, particularly of the United States, Astronomy, Moral and Political Philosophy, with English Composition, Forensicks, and Declamation continued.

"A course of Theological Instruction is given to the several classes, and likewise Instruction in Sacred Musick. Writing is daily taught in both departments by an *approved master*.

"Those, who shall have spent at least one year in the department of languages, and have made good improvement, may enter upon the course of English education without the examination prescribed for mere English scholars. Students qualified to enter College, may be allowed the privilege of completing, if able, the course of English education in two years. The same privilege may be extended to others, whose superior improvement shall appear on examination, to authorize such advancement.

"At the close of each Term the several classes of both departments are critically examined in all the studies of that Term; Those students, who are found to excel, are advanced or otherwise distinguished; but those, who prove materially deficient, are prohibited from proceeding with their class, until deficiencies are made up.

"To those students, who honourably complete their Academical course, testimonials are publickly presented by the Principal at the annual Exhibition."

This course of study, adopted in 1818, remained practically unchanged until 1839. But beginning with 1832 instruction was offered in French and Spanish to those who desired it. The age for admission to the English department was raised to fourteen years. In addition, a new course was offered. It was designated as the Extended Course, and met the requirements of the sophomore class in college. Many of those who remained for the longer term in the Academy entered the Junior class in college. The course provided was:

*Latin:* Cicero, De Amicitia; Terence, Tacitus, Plautus, Juvenal. *Greek:* Demosthenes and Aeschines. Odyssey of Homer, Clouds of Aristophanes, Antigone and Electra of Sophocles, Alcestis of Euripides, Prometheus of Aeschylus. *Mathematics:* Algebra, Geometry, Trigonometry, Conic Sections. The higher branches in the English Department. Declamations, Translations and Compositions through the whole course.

The annual catalogues of the period name many of the texts required, such as Andrews and Stoddard's Latin Grammar, Felton's Greek texts, Day's Algebra, and Olmsted's Astronomy.

Phillips Exeter Academy has always fostered the humanities rather than the sciences, and in 1848 the Trustees voiced in unmistakable language their faith in Latin and Greek. At the annual meeting of that year they passed a vote that rings like a clarion and is a declaration of creed to all those who love the old learning. It still stands, as strong and unimpaired as on that day when a committee made the following report:

Those students whose bad habits or want of capacity prevent their success in the Latin, usually desire to finish their Academic course in the English Room—in this way the English Room is liable to be filled with the idle and stupid. Under these circumstances, we believe that the benevolent purpose of the Founder would be more effectually carried out by appropriating the funds of the Institution to the instruction of young men of talents and promise, in a thorough Classical Course of study, including, as heretofore, all those Mathematical & other English branches belonging to such a course.

Thereupon the Trustees passed this vote: That the Department for mere English Students be & hereby is discontinued—Provided, however, that, in case a suitable number from any class fitted for College, should wish to pursue an extended course of English studies, they may be permitted to do so.

In accordance with that vote the English department was enlarged for a special few; but the old undesirable class of English students was done away with. It seemed not to make any difference in the total registration. The year the vote was passed there were 69 enrolled; the next year there were 70; after that the numbers rapidly mounted, till in 1857 there were 125 students. From then on the increase for many years was constant. The last mention of the English department is in 1853; after that year it was discontinued altogether and instruction in English became a part of the regular course.

The advanced class survived until 1871. The next year the classes were divided into Senior, Middle, Junior, and Preparatory. That division was the outgrowth of the old Junior, Middle, Senior, and Advanced classes. During the years between 1855 and 1871 the course of study, except for changes in text books to keep up with the times, had remained pretty constant.

Since Exeter has always prided herself on fitting boys for college in the best possible manner, the sweeping changes in the requirements demanded by Harvard under the newly elected President, Charles W. Eliot, had either to be met, or the school had to admit failure. Dr. Soule was too old and feeble to attempt to make the changes; but Principal Perkins, aided by Professors Wentworth and Cilley, met the situation squarely, and so amended the course of study that it continued to meet every requirement. The schedule as modified by the school year 1873-1874 was as follows:

#### PREPARATORY CLASS

Latin: Allen and Greenough's Grammar, Leighton's Latin Lessons, Caesar, books I-IV, Nepos, 1,000 lines, Prosody, Latin composition. Mathematics: Arithmetic to percentage. Ancient History: Smith's Smaller History of Rome. Ancient Geography.

#### JUNIOR CLASS

Latin: 3,000 lines of Ovid, Cicero, four Catilinarian orations, Manilian Law, Ligarius. Greek: Goodwin's Grammar, Leighton's Lessons, Anabasis, Book I. Mathematics: Arithmetic finished, Greenleaf's Elementary Algebra. Ancient History: Smith's Smaller History of Greece.

## MIDDLE CLASS

Latin: Virgil, Books I–VI, Caesar, Nepos, Ovid, reviewed. Greek: Anabasis, Books II–V, Homer, Iliad, Books I–II. Mathematics: Algebra, Todhunter's or Hamblin Smith's two Books of Chauvenet's Geometry. Ancient History: Smith's Smaller History of Greece. English: Grammar and Composition. Ancient Geography, reviewed.

## SENIOR CLASS

Latin: Cicero, De Senectute, Virgil, Bucolics. Greek: Herodotus, Book VII, Homer, Iliad, Book III. Mathematics: Chauvenet's Geometry, Books III–V, Peirce's Elements and Tables of Logarithms. French: Otto's Grammar, Bocher's Reader. Histoire Grecque. English: Shakespere, Scott and Goldsmith. Modern and Physical Geography, Guyot's Physics.

The addition of French, English, and the sciences to the curriculum met the changed conditions, and Exeter kept her place as the most important of the so-called "Harvard feeders." In 1874–1875 a separate English course was again provided, to extend over three years. The course was revived through the establishment of an English Professorship by Woodbridge Odlin, class of 1817. The number of studies was largely increased, until it included astronomy, logic, political economy, botany, and studies in the history of Christianity besides the regular studies of English, modern languages, mathematics, etc. The English course was finally merged in the regular schedule in the school year 1890–1891. Latterly there had been required two years of Latin in the English course; so that the training was not very different from that of the classical course until the later years were reached.

In order to provide instruction in modern languages the Trustees in 1873 asked Professor Cilley to prepare to give courses in French, Professor Wentworth in astronomy, and Principal Perkins in physics and botany. Such teaching was so distasteful to Wentworth and Cilley that the Trustees appointed Mr. Oscar Faulhaber, a German, to teach French and German.

The physical laboratory, to facilitate the teaching of physics,

was built in 1887-1888, and the chemical laboratory in 1890-1891. At that time the plan was to make the two laboratories the wings of a greater laboratory that was to extend toward the place now occupied by Alumni Hall; but it was impossible to stimulate interest in science at Exeter beyond the barest requirements for college. Principal Walter Q. Scott, at whose instigation the physical laboratory was built, was very fond of science; but he resigned his principalship and went elsewhere before his ideas for the advancement of science could take deep hold.

In the year 1904-1905 a course in mechanical drawing was provided for the Upper Middle and the Lower Middle Classes. As a matter of fact, Exeter had been grounded so firmly in the classics that science could not obtain a very firm footing, even though the reformers urged it. At every fresh declaration of its old adherence to the humanitarian studies the enrollment at Exeter has increased.

In spite of the insistence on classical studies, most boys at the Academy take the course which leads to the English diploma. In 1916 there were 24 classical diplomas awarded, and 83 English; in 1917, 25 classical and 94 English; in 1918, 14 classical and 79 English; in 1919, 11 classical and 87 English; in 1921, 29 classical and 111 English; in 1922, 21 classical and 142 English.

The requirements for the classical diploma are five years of Latin and Greek, by any combination of the two studies; that is, of the 73 hours required for the diploma, enough must be made up from the studies of Latin and Greek so that the sum total equals the required five years of study. Junior Latin counts six hours, and the other courses in Greek and Latin count five hours a year each. For the English diploma two years of Latin are required, but no Greek, although Greek will count if offered. But in case a student has some Greek as well as some Latin he usually tries to earn the rarer and more valued classical diploma.

## INSTRUCTION

The Academy offers instruction in all the studies required for admission to the leading colleges and scientific schools. No provision is made for the fragmentary study of isolated subjects, nor for short courses in mere "information studies." The courses of study in every department continue at least throughout the year, and, usually, are pursued for two or more consecutive years. Thorough, systematic, and consecutive training is thus secured in all departments.

Students prepare their lessons in their own rooms. Recitations are held from eight to one o'clock and from four to six o'clock. Each period is an hour long. Wednesday and Saturday afternoons are half-holidays.

The method of instruction assumes that the pupils have some power of application and a will to work. Those who conspicuously fail in these respects may not remain in the school. Earnest students who are hampered by inadequate preparation are assisted by the Preceptorial Instructors, who meet their pupils in small groups, discover and correct individual weaknesses, and after a few days or weeks return the boys to the regular classes from which they have been taken.

## COURSES OF INSTRUCTION

Appended to the name of each of the following courses is the number of recitation periods which it requires each week through one year. This number also serves to indicate the relative value of the course in the fulfilment of the requirements for admission to a given class. In each department the courses are arranged in the order of their advancement. For admission, therefore, to any course the preceding courses in the same department are prerequisite. Exception is made only in the case of History 2, History 3, and History 4, all of which are of the same grade, and in the case of Declamation, which is prescribed during the Upper Middle and Senior years.

### LATIN

LATIN 1 (Six Hours): Introduction to Latin; *Fabulæ Faciles*; Cæsar's Gallic War, Book I. (Ch. 1-29); Grammar; Translation at sight.

**LATIN 2** (Five Hours): Cæsar's Gallic War Books II., IV., V., VI.; Ovid, Selections from the *Metamorphoses*, 1,000 lines; Nepos, Ten Lives; Grammar; Composition; Translation at sight.

**LATIN 3** (Five Hours): Cicero, Eight Speeches and Selected Letters; Grammar; Composition; Translation at sight.

**LATIN 4** (Five Hours): Virgil's *Æneid*, Books I.-VI., and Selections from Books VII.-XII.; Composition; Translation at sight.

### GREEK

**GREEK 1** (Five Hours): The Elements of Greek; Grammar; St. Mark's Gospel; Colson's Greek Reader, *or* other easy Attic prose; Composition; Translation at sight.

**GREEK 2** (Five Hours): Xenophon's *Anabasis*, Books I.-IV., and *Hellenica*, Books I.-III.; Grammar; Composition; Translation at sight.

**GREEK 3** (Four Hours): Homer's *Iliad*, Books I.-III., VI., and *Odyssey*, Books I., VI.-XII., with selections from Books XIII.-XXIV.; Translation at sight.

### MATHEMATICS

**MATHEMATICS 1** (Five Hours): Algebra (Four Hours); Constructive Geometry (One Hour).

**MATHEMATICS 2** (Five Hours): Algebra (Four Hours); Plane Geometry (One Hour).

*or*

**MATHEMATICS 3** (Four Hours): Algebra.

(This course is counted as Lower Middle.)

**MATHEMATICS 4** (Four Hours): Plane Geometry.

*or*

**MATHEMATICS 5** (Four Hours): Algebra (Two Hours); Plane Geometry (Two Hours).

(A new student to be eligible for this course must pass in September an examination in the first two books of Plane Geometry.)

**MATHEMATICS 6 and 7** (Four Hours): Plane Trigonometry; Solid Geometry.

**MATHEMATICS 8** (Two Hours): College Algebra.

### ENGLISH

**ENGLISH 1** (Four Hours): Grammar, Spelling, Punctuation, Dictation, Letter-Writing, Compositions; Hughes's *Tom Brown's School Days*; Macaulay's *Lays of Ancient Rome*; Longfellow's *Evangeline*, Courtship of Miles Standish; Aldrich's *Story of a Bad Boy*; Stevenson's *Kidnapped*.

ENGLISH 2 (Four Hours): Selected Works of Fiction; Biography; Poetry; Miscellaneous Assignments in Library; Rhetoric; Compositions.

ENGLISH 3 (Three Hours): Sandwick's How to Study; Cheney's Short History of England; A Study of the Types of Literature, — the Novel, the Short-Story, the Essay, Poetry, including the Drama; Rhetoric; Compositions.

ENGLISH 4 (Four Hours): Sandwick's How to Study; Shakspeare's Macbeth; Selected Plays; Macaulay's Johnson; Selections from Boswell's Johnson; Browning's Poems; Patriotic Addresses; Miscellaneous Assignments in Library; Compositions.

ENGLISH 5 (Four Hours): Shakspeare's Hamlet and Twelfth Night; Palgrave's Golden Treasury (First Series); Selections from Dryden, Swift, Pope, Byron, Shelly, Keats, Browning, and Tennyson; Dickens's David Copperfield; Thackeray's Henry Esmond; Hawthorne's House of the Seven Gables; Literary History from the time of Shakspeare; Rhetoric; Compositions.

DECLAMATION 1 (One Hour): Selections from Henley, Stevenson, Scott, Browning, and Shakspeare.

DECLAMATION 2 (One Hour): Selections from Dickens, Stephen Phillips, Rostand, Shakspeare; Short Original Speeches, or (for advanced students) scenes from Shakspeare and one-act Plays.

NOTE.—English 5 is intended for those only who have passed the regular required English for College.

## FRENCH

FRENCH 1 (Four Hours): Chardenal's Complete French Course, Lessons 1 to 65; Pronunciation, Composition, Dictation; Irregular verbs: aller, craindre, devoir, dire, écrire, faire, lire, mettre, mourir, naître, partir, pouvoir, prendre, savoir, venir, voir, vouloir; Bierman and Frank's Conversational French Reader; de Mouvert's La Belle France; Labiche (Le Voyage de M. Perrichon); Malot (Sans Famille); Olmstead and Barton's Elementary French Reader.

FRENCH 2 (Four Hours): Chardenal's Complete French Course through Chapter 100; Daily drill in composition; Dictation; Buffum's Contes Français or French Short Stories; Daudet (Le Petit Chose); Labiche (La Poudre aux Yeux); Erckmann-Chatrian (Madame Thérèse, Le Conscript, Le Juif Polonais); Thiers (Expédition de Bonaparte en Egypte); Theuriet (Bigarreau); Claretie (Pierrille).

FRENCH 3 (Four Hours): Carnahan's Review Grammar and Composition; Vreeland and Koren's French Syntax; Comfort's Exercises in French Prose Composition; Sarcey (Le Siège de Paris); Dumas (La Question d'Argent); Daudet (Tartarin de Tarascon); Sardou



(Les Pattes de Mouche); Hugo (Quatre-vingt-treize); Augier (Le Gendre de M. Poirier); Bordeaux (La Peur de Vivie); Dictation; Summaries; Original Compositions.

#### GERMAN

GERMAN 1 (Four Hours): Bacon's New German Grammar; Allen's German Life; Campe's Robinson der Jüngere.

GERMAN 1-2 (Five Hours): Bacon's New German Grammar; Allen's German Life; Campe's Robinson der Jüngere; Betz's Aus der Jugendzeit; Truscott and Smith's Elementary German Composition.

NOTE. — German 1-2 is designed to prepare the student in one year for the College Board examination in Elementary German.

GERMAN 2 (Four Hours): Wesselhoeft's Elementary German Grammar; Baumbach's Der Schwiegersohn; Moser's Der Bibliothekar; Fulda's Unter Vier Augen; Gerstäcker's Irrfahrten; Written Composition.

GERMAN 3 (Four Hours): Schurz's Lebenserinnerungen; Scheffel's Der Trompeter von Säckingen; Freytag's Aus dem Jahrhundert des Grossen Krieges; Chiles's German Composition.

#### SPANISH

SPANISH 1 (Four Hours): De Vitis's Spanish Grammar; Harrison's Spanish Reader; Bransby's Spanish Reader; Cuentos Modernos; Cuentos Castellanos; Alarcón's Novelas Cortas Escogidas; Valer's El Pájaro Verde; Grammar; Pronunciation Drill.

SPANISH 2 (Four Hours): Hills and Ford's Spanish Grammar; Galdos's Doña Perfecta; Móratin's El Sí de las Niñas; Alarcón's El Capitan Veneno; Calderón's La Vida es Sueño; Gil y Zarates's Guzman el Bueno; Grammar and Daily Composition.

#### HISTORY

HISTORY 1 (Two Hours): Morey's Outlines of Greek History; Hamilton's Junior History of Rome; Andrews's American's Creed.

HISTORY 2 (Four Hours): Goodspeed's History of the Ancient World; Sanborn's Classical Atlas; Ivanhoe Series of Outline Maps; Note-books; Collateral reading.

HISTORY 3 (Four Hours): Montague's Elements of English Constitutional History; Wrong's History of the British Nation; Tuell and Hatch's Selected Readings; McKinley Series of Outline Maps; Note-books; Collateral reading.

HISTORY 4 (Four Hours): Hart's New American History; Sparks's Men Who Made the Nation; Epoch-making Papers in United States; History; Outline maps; Note-books; Collateral reading.

**HISTORY 5 (Four Hours):** Channing's Students' History of the United States; Hart's Formation of the Union; Wilson's Division and Reunion; Hart's Epoch Maps; Note-books; Considerable reading in standard works and in the sources; Special reports.

**NOTE.**—History 5 is intended for those only who have passed Elementary History for college or have completed satisfactorily History 2 or 3 or 4.

#### BIBLE

**BIBLE 1 (One Hour):** A general introduction to the study of the Bible; the Bible and Note-books.

**BIBLE 2 (One Hour):** A more detailed study of parts of the Bible; Kent's Historical Bible; Note-books.

#### PHYSICS

**PHYSICS (Four Hours):** Stone's Experimental Physics; Laboratory work.

#### CHEMISTRY

**CHEMISTRY 1 (Four Hours):** Laboratory work and recitations on Elementary Chemistry, mostly inorganic.

**CHEMISTRY 2 (Five Hours):** A systematic study of the most important elementary substances and inorganic compounds; Scheme of the chemical elements; Applications of Chemistry in the arts; Qualitative Analysis, Lectures and Laboratory work.

**NOTE.**—Chemistry 2 is intended for those only who are candidates for the Massachusetts Institute of Technology and who wish to anticipate Freshman Chemistry.

#### DRAWING

**MECHANICAL DRAWING 1 (Two Hours):** Drawing Instruments and their use; Geometrical Constructions (Plane figures); Tracing.

**MECHANICAL DRAWING 2 (Two Hours):** Introductory work in Descriptive Geometry with applications; Mechanical Drawing from Objects; Working Methods.

#### MUSIC

**MUSIC 1 (One Hour):** A lecture course in the Appreciation of Music; Syllabus and Note-books.

(This course is open, in general, to Upper Middlers and Seniors only).

**MUSIC 2 (Two Hours):** A detailed study of diatonic Harmony through the higher discords; Anger's Treatise on Harmony, volumes

one and two; Foote and Spaulding's Harmony; Music manuscript books.

NOTE.—Music 2 is intended for those only who have had at least two years of piano work or its equivalent.

### PHYSICAL TRAINING

PHYSICAL TRAINING (Four Hours): Bar Bells, Dumb Bells, Indian Clubs; Free Arm Movements; Squad work with Chest Weights; Exercises for symmetrical bodily development.

At the beginning of the Fall Term and again at the end of the season's work, the Director of the Gymnasium gives each new student a thorough physical examination, which includes measurements and strength tests. From this examination a chart is made out for each student, showing his size, strength, and symmetry in comparison with the normal standard of those of his own age, and indicating the parts of the body which are defective in strength or development.

After the physical examination all members of the school are required to engage in football or other sports appropriate to the season. The prescribed gymnasium work begins early in November and continues to the end of the Winter Term. Thereafter all students are required to report regularly at the Playing Fields four times a week, where they participate in baseball, or track sports, or tennis, or golf, or rowing, as the individual may prefer.

### CHOICE OF STUDIES

Every student must have each year a schedule of at least 18 hours, exclusive of Physical Training.

The following courses are prescribed: Latin, 1, 2; Mathematics 1, 2 or 3, 4 or 5; English 1, 2, 3, 4; Declamation during the Upper Middle and Senior years; French 1, 2, *or* German 1, 2; *or* Spanish 1, 2; History 2 or 3 or 4; Physical Training each year. Other courses are elective; but the choice is restricted to narrow limits by the requirements for Senior standing and for college admission, and by the following regulations.

Of the foreign languages Latin is taken up first. Members of the Lower Middle Class are required to take Greek, or a modern foreign language, and all the other studies of that class. Candidates for the classical diploma are advised to begin Greek in the Lower Middle year, and to postpone the beginning of German or French to the Upper Middle year.

History 2, 3, and 4, Physics, Chemistry, and Drawing are in general open to Upper Middlers and Seniors only.

Every student's schedule of studies must be approved at the

beginning of the year by his Adviser. Necessary changes may be made at any time, if approved by the Secretary of the Faculty, the Adviser, and the instructors concerned.

### REGULAR COURSE OF STUDY

Students entering the Academy with credit for a part of the work included in its curriculum select, subject to the rules given above, such studies as their preparation warrants and their college plans require. Those who enter without such credit pursue the following course of study:

#### JUNIOR YEAR

Latin 1.	History 1.
Mathematics 1.	Bible 1.
English 1.	Physical Training.

#### LOWER MIDDLE YEAR

Latin 2.	Greek 1 or a Modern Foreign
Mathematics 2 or 3.	Language.
English 2.	Physical Training.

#### UPPER MIDDLE YEAR

Mathematics 4 or 5.	Greek 2 or a second year of a
English 3.	Modern Foreign Language.
Declamation.	Physical Training.
Other courses amounting to at least six hours.	
French, German, or Spanish must be begun not later than this year.	

#### SENIOR YEAR

English 4.	Physical Training.
Declamation.	

Other courses amounting to at least fourteen hours.

## CONSTITUTION OF THE PHILLIPS EXETER ACADEMY

Except for certain important changes, John Phillips wrote the constitution for Exeter as already adopted by Phillips Academy, Andover. The Andover constitution was composed by Judge Samuel Phillips and Eliphalet Pearson.

When we reflect upon the grand design of the great Parent of the Universe, in the creation of mankind; and the improvements, of which the mind is capable, both in knowledge, and virtue, as well as upon the prevalence of ignorance and vice, disorder & wickedness — and upon the direct tendency, and certain issue of such a course of things — Such reflection must occasion, in thoughtful minds, an earnest solicitude to find the source of these evils and their remedy. And a small acquaintance with the qualities of young minds — how susceptible and tenacious they are of impressions evidences that the time of Youth is the important period, on the improvement or neglect of which, depend the most weighty consequences to individuals themselves, & the community.

A serious consideration of these things, and an observation of the growing neglect of Youth, must excite a painful anxiety for the event; and may well determine those whom their Heavenly Benefactor hath blessed with an ability therefor, to promote and encourage publick free Schools, or Academies, for the purpose of instructing *Youth*; not only in the english and latin grammar, writing, arithmetic, and those sciences wherein they are commonly taught, but more especially to learn them the *great end*, and *real business of living*.

Earnestly wishing that such institutions may grow and flourish — That the advantages of them may be extensive & lasting — That their usefulness may be so manifest as to lead the way to other establishments on the same principles — And that they may finally prove eminent means of advancing the interest of the *great Redeemer* — To His patronage, and blessing, may all friends to learning and religion most humbly commit them.

To all People to whom these Presents shall come, Greeting — Whereas the General Assembly of the State of New Hampshire did by their Act, on the 3d day of April, Anno Domini 1781, Incorporate an Academy, in the Town of Exeter, and County of Rockingham, by the name of The Phillips Exeter Academy, for the purpose of promoting *Piety* and *Virtue*; and for the education of Youth as is, in

said Act directed: and Whereas, by said Act, all the lands, tenements & personal estate, that shall be given to Trustees for the use of said Academy, are, and shall be for ever exempted, from all taxes whatsoever. Therefore, in Consideration of the great importance of the design mentioned; and of the Powers, Privileges and Immunities, in, & by said Act granted, and for the sole purpose of promoting *Piety, Vertue and useful Literature* — I John Phillips of Exeter aforesaid, Esquire, Have granted; and, with most humble thanks to the *Lord, and Giver* of all things, for the opportunity, ability and disposition, by *Him* given, Do, by these presents, most chearfully, grant to the Trustees of the said Phillips-Exeter-Academy, nominated and appointed by said Act; and to their Successors in that Trust, all my right, title and interest in & unto the Real estate described as followeth, vizt.

(Here follows a description of the lands, rights in saw mills, etc).<sup>1</sup>

Provided however, That any mortgaged lands, how long soever the time for payment has been elapsed, may be redeemed by the Mortgagor's payment, at a time the Trustees shall judge reasonable, such Sum or Sums of Money, as shall appear to them justly and righteously due, on their respective Mortgages.

To Have and to Hold the granted premises, with all their appurtenances, to the said Trustees of the said Phillips Exeter Academy, and to their Successors in said Trust, for the use and purposes, and upon the trust herein mentioned, on such terms and conditions, as the *first* Grantor has a (legal) right to express in the Deed or Instrument of conveyance by him made; and which are the necessary, or beneficial standing Regulations, forming the Constitution of this Academy; and ever to be considered as essentially and inseparably connected with this Grant, being as follows, vizt —

The first Instructor shall be nominated, and appointed by the Founder.

The Trustees, or a major part of them, shall meet once a year, at the Phillips-Exeter-Academy: Their first meeting shall be on the 18th. day of Decemb<sup>r</sup> A.D. 1781 — when, they shall determine on the time for holding the annual meeting: Which may be altered, as they shall hereafter find most convenient.

A President, Clerk & Treasurer shall be annually chosen, who shall officiate till their places are supplied by a new election: and no member shall sustain the office of Clerk and Treasurer at the same time; an Instructor shall not be chosen President: and upon the decease of a President, Clerk, or Treasurer, another shall be chosen in his room, at the next annual meeting.

<sup>1</sup> A footnote by John Phillips says, "Academy Lands eight thousand seven hundred acres in settled towns N. Hampr."

The President shall call special meetings upon the application of any three of the Trustees; or upon the concurrence of any two of them in sentiment with him, on the occasion of such meeting: And upon the decease of the President, a special meeting shall be called, by any three of the Trustees.

All notifications for special meetings shall express the business to be transacted, if convenient; and be given, at least, one month previous to such meeting if not incompatible with the welfare of the Academy.

And when a special meeting shall be called, for the appointment of an Instructor; or to transact other business of material consequence, information shall be given, by leaving a written notification at the house of each Trustee; or in such other way, as that the President or members notifying shall have good reason to believe that each member has received the Notice.

The Clerk shall record all Votes of the Trustees, inserting the names of those present at every meeting.

He shall keep a fair record of every donation, with the name of each benefactor; of the purpose, if expressed, to which it is constitutionally appropriated; and of all expenditures of them. And a true copy of the whole shall be taken, and kept in the Academy, to be open for the perusal of all men. And if he shall be absent at any meeting of the Trustees, another shall be appointed to serve in his room, during such absence.

The Treasurer shall, previous to his receiving the interest of the Academy into his hands, give bond for the faithful discharge of of his office; in such sum as the Trustees shall direct, with sufficient Sureties to the Trustees — which bond shall express the *use*, both in the obligatory part, and in the condition.

He shall give duplicate receipts for all monies received, countersigned by one of the Trustees; one to the Donor, the other to be lodged with such member as the Trustees shall from time to time direct.

And the Trustees shall take such other measures as they shall judge requisite to make the Treasurer accountable, and effectually to secure the interest of the Academy.

The Trustees shall let, or rent out personal, or real estate; or make sale and purchases of land; and improve the property of the Academy, as they shall judge will best serve it's interest, without diminishing the Fund.

Whereas the success of this Institution much depends, *under Providence*, on a discreet appointment of it's Instructors; and the human mind is liable to inperceptible bias—it is required, that when a candidate for election is so near akin to any member of the Trust as a first Cousin, such member shall not sit, in determining the election.

No person shall be chosen as a principal Instructor, unless he be a member of a Church of Christ, in compleat standing, whose *sentiments* are *similar* to those herein after expressed, & will lead him to inculcate y<sup>e</sup> *doctrines*, & perform y<sup>e</sup> duties required in this Constitution; Also of exemplary manners; of good natural abilities, and literary acquirements; of a natural aptitude for instruction and government: A good acquaintance with human nature is also much to be desired. And in the appointment of any Instructor, regard shall be had to qualifications only; without preference of friend or kindred, place of birth, education or residence.

The Trustees shall make a compact with Instructors as to salary, before their entrance upon Office: And when the *number* of Scholars shall require, more Instructors than the principal, it will be expected that Persons of *ability*, who reap some advantage by this Institution, will cheerfully *assist* in supporting the additional; So that poor Children, of promising genius, may be introduced; and members, who may need some special aid, may have it afforded them.

It shall be the duty of the Trustees to enquire into the conduct of the Instructors; and if they, or either of them, be found justly chargeable with such misconduct, neglect of duty, or incapacity, as the said Trustees shall judge renders them, or either of them, unfit to continue in office, they shall remove them or either of them, so chargeable.

As the welfare of the Academy will be greatly promoted by the Students being conversant with persons of good character only—No Scholar may enjoy the privileges of this Institution, who shall board in any Family, which is not licensed by the Trustees—And applications will be in vain where the daily worship of GOD, and good government is not said to be maintained. And in order to preserve this Seminary from the baneful influence of the incorrigibly vicious—the Trustees shall determine for what reasons a Scholar shall be expelled; and the manner in which the sentence shall be administer'd.

The Trustees, at their annual meetings, shall visit the Seminary, and examine into the proficiencies of the Scholars; examine and adjust all accounts relative to the Seminary; and make any further rules and orders which they find necessary; and conformable to this Constitution.

The principal Instructor may not sit in the determining matters wherein he is particularly interested.

Extravagant entertainments shall be discountenanced, and economy recommended by Trustees and Instructors.

Applications for admission of Scholars are to be made to the principal Instructor. And the rules and orders the Instructors may make for the good government of the Scholars shall be subject to the examination, amendment or discontinuance of the Trustees.



It shall ever be considered as a *principal duty* of the Instructors, to regulate the Tempers, to enlarge the Minds, and form the Morals of the Youth committed to their care.

They are to give special attention to the health of the Scholars; and ever to urge the importance of an habit of Industry: For these purposes, they may encourage the Scholars to perform some manual labor; such as gardening, or the like; so far as is consistent with cleanliness, and the inclination of their Parents; and the fruit of their labor shall be applied, at the discretion of the Trustees, for procuring a Library, or in some other way increasing the usefulness of this Seminary.

But, above all, it is expected, that the attention of Instructors to the *disposition* of the Minds and Morals of the Youth under their charge, *will exceed every other care*; well considering that tho' goodness without knowledge, as it respects others, is weak and feeble; yet knowledge without goodness, is dangerous; and that both united, form the noblest character; and lay the surest foundation of usefulness to mankind.

It is therefore required that they most attentively and vigorously guard against the earliest irregularities—That they frequently delineate in their natural colours, the deformity, and odiousness of Vice; and the beauty & amiableness of Virtue—That they spare no pains to convince them of the numberless, and indispensable obligations, to abhor and avoid the former, and to love and practise the latter—of the several great duties they owe to GOD, their Country, their Parents, their Neighbors, and Themselves: That they critically, and constantly observe the variety of their natural tempers; and solicitously endeavor, to bring them under such discipline, as may tend, most effectually, to promote their own satisfaction, and the happiness of others: That they, early, inure them to contemplate the several connections, and various scenes, incident to human life; furnishing such general maxims of conduct, as may best enable them to pass thro' all, with ease, reputation and comfort.

And, Whereas many of the Students of this Academy may be devoted to the sacred work of the Gospel ministry—Therefore that the true and fundamental principles of the Christian religion may be cultivated established and perpetuated in the Christian Church, so far as this Institution may have influence—It shall be the duty of the Instructors, as the age and capacity of the Scholars will admit, to teach them the principles of natural religion; as, the being of a GOD; and his perfections; his universal providence, and perfect Government of the natural & moral world; and obligations to duty, resulting from thence. Also, to teach them the doctrines of revealed religion; as they are contained in the sacred scriptures, of divine authority; being given by inspiration of GOD—The doctrine

of the Father, the Word, and the holy Ghost, particularly, the doctrine of Christ, as true GOD, the only begotten of the Father; with all the truths they declare relative to his office of Mediator, and work of redemption & salvation from the state of sin, guilt, and depravity of nature, man has fallen into—The necessity of atonement by the blood of Jesus Christ; and of regeneration by the Spirit of GOD: The doctrine of repentance towards GOD, and of faith in our Lord Jesus Christ; considered as duties, and gifts of GOD'S grace—and the doctrine of justification by the free grace of GOD, thro' the redemption that is in Jesus Christ, whose *righteousness*, in his obedience unto death, is the only ground and reason of the sinner's pardon and acceptance, as righteous in the sight of GOD. The doctrine, also, of the Christian's progressive sanctification; in dying unto sin, & living unto GOD, in new obedience to all the commandments of Christ; proceeding from Gospel motives, and views supremely to the glory of GOD: and the doctrines of the resurrection from the dead; and of the great & final judgment; with it's consequences of happiness to the righteous, & misery to the wicked. These, and *all* the doctrines, and duties of our holy Christian religion, not being founded on human authority, will be proved by Scripture testimony.

And, Whereas, the most wholesom precepts, without frequent repetitions, may prove ineffectual—It is further required of the Instructors, that they not only urge, & reurge; but continue, from day to day, to impress these instructions; and let them *ever remember*, that the design of this institution can *never* be answered, without their persevering, incessant attention to this duty.

Protestants only, shall *ever* be concerned in the Trust, or instruction of this Seminary: And they, having, severally, approved the constitution, their Government and instructions, conformably thereto, must appear steady, cordial, and vigorous.

The election of the Officers of this Academy, shall be by ballot only. And it shall ever be equally open to youth of requisite qualifications from every quarter, provided, that none be admitted till, in common parlance, they can read english well; excepting such particular numbers, as the Trustees may hereafter license.

And, in order to prevent a perversion of the true intent of this foundation: It is again declared—That the first, and principal design of this institution is, the promoting *vertue* and true *piety*. *Useful knowledge*, in the order before referred to, (in the Act of Incorporation,) being *subservient* thereto.

And I hereby reserve to my self, during any part of my natural life, the full right to make any special rules, for the perpetual government of this Academy; which shall be equally binding, on those whom they may concern, with any clause in these regulations:

provided, no such rule shall be subversive of the true intent of this foundation.

I also reserve a right to appoint one person to succeed me in the Trust, after my decease; or resignation: To whom shall be transfer'd the same right of appointment; and to his Successors in the said Trust, forever.

The foregoing regulations, forming the Constitution of the Phillips-Exeter-Academy, shall ever be read by the President, for the time being, at the Annual meetings of the Trustees of said Academy: That they, & their Successors, may be fully acquainted with, and in all future time, be reminded of their duty.

And considering them as *true* to their Trust, I the said John Phillips, for myself, my heirs executors & administrators, do hereby covenant, grant and agree to & with the said Trustees & their successors, that I will warrant and defend the before granted premises to them forever, against the lawful claims and demands of any person or persons whomsoever, holding from by, or under me: Likewise, Elizabeth, my Wife doth hereby freely & voluntarily relinquish all right of Dower, and power of Thirds in the Premises.

In witness whereof We have hereunto set our hands & seals the seventeenth day of May Anno Domini one thousand seven hundred and eighty one.

Signed Sealed and Delivered

in presence of

P. White

Jacob Abbot

JOHN PHILLIPS (*seal*)

ELIZABETH PHILLIPS (*seal*)

Rockingham Ss Jan<sup>ry</sup> 9th. 1782

John Phillips Esq. & Elizabeth his wife

owned this Instrument to be their free act and Deed before me

Phillips White J Peace

Rockingham Ss Received

& Recorded 11th March 1782

Lib 113. Fol 499.

Sam<sup>l</sup> Brooks Rdr.

Strafford Ss Rec<sup>d</sup> March 29th 1782 Recorded Lib 4 Fol 176 Examined

Thos Wk Waldron Recorder

## ACT OF INCORPORATION

State of New Hampshire In the year of our Lord, one thousand seven hundred & eighty one.

An Act to incorporate an Academy in the Town of Exeter, by the name of The Phillips-Exeter Academy.

Whereas, the Education of Youth, has ever been considered by the wise and good, as an object of the highest consequence to the safety and happiness of a People; as, at an early period in life, the mind easily receives, and retains impressions; and is most susceptible of the rudiments of useful knowledge: And whereas the Honorable John Phillips of Exeter, in the County of Rockingham Esquire is desirous of giving to Trustees, herein after to be appointed, certain lands and personal estate, to be, by said Trustees, for ever appropriated, & expended for the support of a public Free School, or Academy in the Town of Exeter; And whereas the execution of such an important design, will be attended with very great embarrassments; unless, by an Act of Incorporation, said Trustees, and their successors shall be authorized to commence & prosecute actions at law; and transact such other matters in a corporate capacity, as the Interest of said Academy shall require.

Be it therefore enacted by the Council and House of Representatives in General Assembly convened, and by the authority of the same, that there be, and hereby is established in the Town of Exeter and County of Rockingham an Academy, by the name of The Phillips Exeter Academy, for the purpose of promoting Piety and Vertue, and for the education of Youth in the English, Latin and Greek Languages, in Writing, Arithmetic, Musick, and the Art of Speaking, Practical Geometry Logick and Geography, and such others of the Liberal Arts and Sciences or Languages, as opportunity may hereafter permit, and as the Trustees herein after provided shall direct.

And be it further enacted by the Authority aforesaid, That the Honorable John Phillips Esquire Daniel Tilton Esquire Thomas Odiorne Esquire and Benjamin Thurston, Gentleman, all of Exeter aforesaid, John Pickering of Portsmouth Esquire, and the Reverend David Maclure of North Hampton, Clerk, all in the County of Rockingham and State of New Hampshire, and the Honorable Samuel Phillips Junr. of Andover and County of Essex, and Commonwealth of Massachusetts, Esquire, be, and they hereby are nominated and appointed Trustees of said Academy, and they hereby

are incorporated into a body politic by the name of the Trustees of the Phillips Exeter Academy; and that they and their Successors shall be and continue a body politic and corporate by the same name forever.

And Be it further enacted by the Authority aforesaid, that the said Trustees, and their Successors, shall have one common Seal which they may make use of in any cause or business that relates to the said Office of Trustees of said Academy; and they shall have power & authority to break, change, or renew the said seal from time to time, as they shall see fit: And that they may sue and be sued, in all actions real, personal, and mixed; and prosecute & defend the same to final Judgment and Execution by the name of the Trustees of Phillips Exeter Academy. And

Be it further enacted by the Authority aforesaid, that the said John Phillips Esquire, and others, the Trustees aforesaid the longest livers and Survivors of them and their Successors be the true and sole Visitors, Trustees and Governors of the said Academy, in perpetual succession forever to be continued in the way and manner herein after specified with full power and Authority to elect such Officers of the said Academy as they shall judge necessary and convenient; and to make and ordain such laws, orders and rules, for the good government of said Academy, as to them the said Trustees, Governors & Visitors aforesaid, and their Successors shall from time to time, according to the various occasions and circumstances seem most fit and requisite: All which shall be observed by the Officers, Scholars and Servants of the said Academy, upon the penalties therein contained: Provided notwithstanding, that the said rules, laws and orders be no ways contrary to the laws of this State. And

Be it further enacted by the Authority aforesaid, that the number of said Trustees, and their Successors, shall not at any time, be more than Seven, nor less than Four, Four of whom shall constitute a Quorum for transacting business: And the major part of the members present, at any legal meeting, shall decide all questions that shall come before them, except in the instances herein after excepted: That the principal Instructor, for the time being, shall ever be one of the said Trustees: That a major part shall be Laymen, and respectable Freeholders. Also, that all elections of the said Trustees shall be so governed in future, that a major part shall consist of Men who are not Inhabitants of the town where the Academy is situate. And to perpetuate the succession of said Trustees

Be it further enacted by the Authority aforesaid, That as often as one or more of the Trustees of said Academy shall die or resign, or in the judgment of the major part of the other Trustees, be rendered by age, or otherwise, incapable of discharging the duties of

his Office; then, and so often, the Trustees surviving and remaining, or the major part of them, shall elect one or more persons to supply the Vacancy or Vacancies so happening.

And be it further enacted by the Authority aforesaid, that the Trustees aforesaid and their Successors be and they hereby are rendered capable in Law to take and receive by Gift, Grant, Devise Bequest or otherwise any Lands Tenements or other Estate, real and personal provided that the annual income of the said real estate shall not exceed the sum of five hundred pounds: And the annual income of the said personal estate shall not exceed the sum of two thousand pounds; both sums to be valued in Silver, at the rate of six shillings and eight pence by the ounce. To Have and to Hold the same to them the said Trustees and their Successors, on such terms and under such conditions and limitations as may be expressed in any deed or Instrument of conveyance which shall be made to them — provided always — that neither the said Trustees nor their Successors shall ever hereafter receive any Grant or Donation, the Conditions where of shall require them, or any others concerned, to act in any respect counter to the design of the *first* Grantor: And all Deeds and Instruments which the said Trustees shall make, when made in the name of said Trustees, and sign'd and delivered by four of the said Trustees, at least, and sealed with their common Seal, shall bind the said Trustees, and their Successors, and be valid in law.

And be it further enacted by the Authority aforesaid, that if it shall hereafter be judged, upon nature and impartial consideration of all circumstances, by two thirds of all the Trustees, that for good and substantial reasons, which at this time do not exist, the true design of this Institution will be better promoted by removing the Academy from the place where it is founded, it shall be in the power of the said Trustees to remove it accordingly; and to establish it in such other place, within this State, as they shall judge to be best calculated for carrying into effectual execution the intention of the Founder.

And whereas the said institution may be of very great and general advantage to this State, and deserves every encouragement —

Be it therefore enacted by the Authority aforesaid, that all the Lands Tenements and personal estate that shall be given to said Trustees, for the use of said Academy, shall be, and hereby are for ever exempted from all Taxes whatsoever.

State of New }  
Hampshire }

In the House of Representatives March 30. 1781

The foregoing Bill having been read a third time — Voted that it pass to be enacted

Sent up for Concurrence  
JOHN LANGDON Speaker

In Council the 3<sup>d</sup> of April 1781 — This Bill having been read a third time — Voted that the same be enacted

M WEARE President

Copy exa<sup>d</sup> by Joseph Pearson D Secy

Rockingham Ss Received & Recorded 11th March 1782.

Lib 113 Fol 507 Sam. Brooks Rdr.

Strafford Ss Received March 29th 1782 Recorded

Lib 4th Fol 183 Examined Thos Wk Waldron Recorder

¶ Verses written by John B. L. Soule, class of 1834, on the burning of the recitation hall built in 1794 and destroyed by fire in 1870.

Alas! those dear old classic halls,  
Where all the Muses sat,  
More loved than old Dardanian walls,  
*Amo, amas, amat.*  
How have the flames that laid them low  
New flames within us lit,  
And set our bosoms all aglow,  
*Uro, uris, urit.*

There all the victories were won,  
Heroic and divine;  
There Caesar crossed the Rubicon,  
And Xerxes chained the brine;  
There Juno raised her dire alarms,  
And Jove 'mid thunders sat;  
And men and gods were up in arms,  
*Pugno, pugnas, pugnat.*

When he, our reverend Abbot, came  
Upon the dais to sit,  
How rose we at the whispered name,  
*Surgo, surgis, surgit;*  
And at his passing presence all  
Stood still with lifted hat,  
Then furious kicked the groaning ball,  
*Calco, calcas, calcat.*

And then to free his patient flock,  
At every close of day  
He turned him to the gray old clock,  
And bowed his head to pray;

And to the monitor who tried  
 Our wayward steps to keep,  
 The old diurnal question plied, —  
*"Whose turn is it to sweep?"*

Again that question seems along  
 On every breeze to come,  
 To every ear of all the throng  
*Exoniensium*;  
 The ashes from our temple seat  
 "Whose turn to sweep is it?"  
 A thousand hands the task shall greet,  
*Verro, verris, verrit.*

Leave mount and valley, hill and plain,  
 And every calling quit;  
 And run with all your might and main,  
*Curro, curris, currit*;  
 Let none with tardy step delay,  
 Whatever he is at,  
 But push with all his strength away,  
*Pulso, pulsas, pulsat.*

From high and by way, far and wide,  
 Let all the builders come,  
 And do good service side by side,  
*Bonus, bona, bonum*;  
 With rapid strokes build strong and high  
 The everlasting stone,  
*τύπτω, τύπτω, τύπτοιμι,*  
*τύπτε, τύπτειν, τύπτων.*

By invitation of the Committee of Arrangements at the centennial celebration Professor EDWARD R. SILL, class of 1856, contributed the following:

#### A HYMN OF HOPE

Has, then, our boyhood vanished,  
 And rosy morning fled?  
 Are faith and ardor banished,  
 Is daring courage dead?



Still runs the olden river  
 By meadow, hill and wood, —  
 Where are the hearts that ever  
 Beat high with royal blood?

The golden dreams we cherished  
 Pacing the ancient town, —  
 Have they but bloomed and perished,  
 And flown like thistle down?  
 Nay, still the air is haunted  
 With mystery as of old;  
 Each bosom is enchanted,  
 And every leaflet's fold.

Not one fair hope we harkened,  
 But still to youth returns;  
 Not one clear light hath darkened, —  
 Still for some breast it burns:  
 Thought age by age is lying  
 Beneath the gathering mold,  
 Life's dawn-light is undying,  
 Its dreams grow never old.

O heart of man immortal,  
 Beat on in love and cheer!  
 Somewhere the cloudy portal  
 Of all thy prayers shall clear.  
 The fair earth's mighty measure  
 Of life, untouched by rime,  
 Through star-dust and through azure  
 Rolls on to endless time.

## ATHLETICS

### FOOTBALL SCORES EXETER-ANDOVER

YEAR	P.E.A.	P.A.A.	YEAR	P.E.A.	P.A.A.	YEAR	P.E.A.	P.A.A.
1878	0	22	1893	26	10	1908	0	12
1879	18	0	1894	no game		1909	0	3
1880	8	8	1895	no game		1910	0	21
1881	0	6	1896	0	28	1911	5	23
1882	0	12	1897	18	14	1912	0	7
1883	6	17	1898	0	0	1913	59	0
1884	8	11	1899	0	17	1914	78	7
1885	33	11	1900	10	0	1915	37	7
1886	26	0	1901	5	0	1916	6	0
1887	44	4	1902	17	29	1917	3	0
1888	0	10	1903	14	11	1918	26	7
1889	no game		1904	35	10	1919	0	19
1890	0	16	1905	0	28	1920	3	6
1891	10	26	1906	0	6	1921	34	3
1892	28	18	1907	6	9	1922	12	3

Games won: by Exeter, 19  
by Andover, 21. Ties, 2.

Points won: by Exeter, 575  
by Andover, 441.

### BASEBALL SCORES EXETER-ANDOVER

YEAR	P.E.A.	P.A.A.	YEAR	P.E.A.	P.A.A.	YEAR	P.E.A.	P.A.A.
1878	12	1	1892	5	10	1908	3	5
1878	8	10	1893-1896	no games		1909	5	3
1879	2	10	1897	12	6	1910	4	5
1880	0	9	1898	2	8	1911	2	1
1881	5	13	1899	6	8	1912	4	5
1882	7	5	1900	5	9	1913	5	4
1883	5	16	1901	8	5	1914	7	0
1884	5	13	1901	2	9	1915	10	2
1885	9	1	1901	9	0	1916	2	1
1886	7	6	1902	5	3	1917	no game—war	
1887	6	22	1903	0	1	1918	10	1
1888	4	6	1904	2	1	1919	11	4
1889	3	2	1905	4	6	1920	8	5
1890	no game		1906	2	3	1921	1	3
1891	1	7	1907	2	3	1922	2	15

Games won: by Exeter, 18  
by Andover, 23.

Points won: by Exeter, 203  
by Andover, 256.

## EXETER-ANDOVER DUAL MEET POINTS

YEAR	P.E.A.	P.A.A.	YEAR	P.E.A.	P.A.A.
1889	3	6	1909	47	49
1891	44	46	1910	54½	41½
1892	36	54	1911	58	37
1897	37½	66½	1912	71	25
1898	59	37	1913	48	48
1899	68½	35½	1914	59	37
1900	57½	46½	1915	41	54
1901	61	43	1916	70½	25½
1902	51	53	1917	No meet, — war	
1903	37½	58½	1918	72½	23½
1904	63½	32½	1919	72½	35½
1905	No meet		1920	58	50
1906	47½	48½	1921	59½	48½
1907	39½	56½	1922	69½	56½
1908	58	38	Totals	1,433½	1,153½

Meets won: by Exeter, 16; by Andover, 10. Tie, 1.

## EXETER TRACK RECORDS

## OUTDOOR

- 100 yards dash, 9½ s. F. W. Waterman, '20, June 5, 1920, Exeter-Andover dual meet at Exeter.
- 220 yards dash, 21½ s. F. W. Waterman, '20, June 5, 1920, Exeter-Andover dual meet at Exeter.
- 440 yards dash, 49½ s. R. G. Smith, '20, May 30, 1918, Exeter-Andover meet at Exeter
- Half-mile run, 1 m. 57½ s. W. J. Bingham, '12, May 30, 1911, Exeter-Andover, Meet at Andover
- One mile run, 4 m. 26½ s. I. D. Mackenzie, '11, May 20, 1911, Harvard Inter-scholastics
- 220 yards hurdles, 25½ s. Walker Smith, '16, May 13, 1916, Harvard Inter-scholastics
- Running high jump, 6 ft. ¾ in. J. E. McDougall, '13, May 6, 1911, Yale Inter-scholastics
- Running broad jump, 23 ft., 5½ in. H. T. Worthington, '13, May 3, 1913, Exeter-Harvard Freshmen Meet, at Exeter
- Pole vault, 12 ft. N. G. Hansen, '17, June 9, 1915, Exeter Inter-class Meet
- Putting 16 lb. shot, 44 ft. 11¼ in. E. J. Hart, '07, May 30, 1907, Exeter-Andover, at Andover
- Putting 12 lb. shot, 51 ft. 8 ½ in. W. H. Kirkpatrick, '16, May 30, 1914, Exeter-Andover Meet, at Exeter.
- Throwing 12 lb. hammer, 171 ft. H. C. Emery, '20, June, 1920, Handicap Meet, at Exeter
- 120 yards high hurdles, 15½ s. C. T. Elliot, Jr., '24, May 26, 1923, Bowdoin Inter-scholastics.
- Javelin throw, 156 ft. 9 in. J. L. Keleher, '23, May 5, 1923, Harvard Freshman meet
- Discus throw, 122 ft. 5½ in. J. A. Brandenburg, '25, May 12, 1923, Harvard

## INDOOR

- 40 yards dash,  $4\frac{3}{8}$  s. H. E. Jones, '98, March 23, 1898, Handicap Meet, Exeter  
 J. A. Connolly, '11, Feb. 22, 1908, Faculty Shield Meet  
 E. H. Baker, '08, Feb. 29, 1908, B.A.A. Interscholastics  
 F. Burns, '11, Feb. 22, 1909, Faculty Shield Meet  
 F. Burns, '11, Feb. 26, 1910, B.A.A. Interscholastics  
 F. Burns, '11, Feb. 25, 1911, B.A.A. Interscholastics  
 C. M. Jones, '14, Feb. 28, 1914, B.A.A. Interscholastics  
 D. B. Lourie, '18, Feb. 22, 1917, Faculty Shield Meet  
 C. G. T. Lundell, '23, Feb. 22, 1923, Faculty Shield Meet
- 300 yards dash, 32 s. F. Burns, '11, Mar. 5, 1910, Against time
- 600 yards run 1 m.  $14\frac{1}{4}$  s. E. A. Teschner, '13, Mar. 29, 1913, Against time
- 1,000 yards run 2 m.  $16\frac{3}{8}$  s. W. J. Bingham, '12, Mar. 27, 1912, Against time
- 45 yards high hurdles,  $6\frac{1}{2}$  s. O. M. Chadwick, '07, Mar. 6, 1907, Handicap Meet  
 D. Crandall, Jr., '10, Feb. 22, 1909, Faculty Shield Meet  
 H. T. Worthington, '13, Feb. 22, 1911, Faculty Shield Meet  
 N. G. Hansen, '17, 22, 1915, Faculty Shield Meet  
 H. A. Harvey, '18, Feb. 22, 1917, Faculty Shield Meet  
 C. T. Elliott, '24, Feb. 22, 1923, Faculty Shield Meet
- Pole vault, 11 ft.  $1\frac{1}{4}$  in. E. L. Johnson, '22, Mar. 11, 1922, Bowdoin Interscholastics
- Running high jump, 6 ft.  $1\frac{1}{2}$  in. W. L. J. Whalen, '18, Feb. 26, 1916, B.A.A. Interscholastics
- Putting 16 lb. shot, 43 ft.  $3\frac{3}{4}$  in. E. J. Hart, '07, Feb. 22, 1906, Faculty Shield Meet
- Putting 12 lb. shot, 50 ft. 11 in. E. J. Hart, '07, Feb. 22, 1907, Faculty Shield Meet

The records made in dual track meets between Exeter and Andover follow. Eight of these records are held by Exeter, five by Andover, and one is a tie. The table below gives the record, where made, the maker, his school, and the date.

- 100 yards dash,  $9\frac{1}{8}$  s. Exeter. F. W. Waterman, E. June 5, 1920
- 220 yards dash,  $21\frac{1}{8}$  s. { Andover. L. T. Prescott, A. May 31, 1915  
 { Exeter. F. W. Waterman, E. June 5, 1920
- 440 yards run  $49\frac{1}{8}$  s. R. G. Smith, E. May 20, 1918
- 880 yards run, 1 m.  $57\frac{1}{2}$  s. Andover. W. J. Bingham, E. May 30, 1911
- One mile run, 4 m.  $29\frac{3}{8}$  s. Andover. I. D. Mackenzie, E. May 30, 1911
- 120 yards high hurdles,  $15\frac{1}{2}$  s. Andover. C. Rodman, A. May 31, 1915
- 220 yards low hurdles,  $25\frac{1}{2}$  s. Andover. W. C. Lewis, A. June 4, 1921
- High jump, 5 ft.  $10\frac{1}{2}$  in. Exeter. B. D. Whitcomb, E. May 31, 1902
- Broad jump, 23 ft.  $3\frac{3}{4}$  in. Exeter. L. T. Prescott, A. May 30, 1914
- Pole vault, 11 ft.  $7\frac{1}{2}$  in. Andover. C. B. Wright, A. June 3, 1922.
- Putting 16 lb. shot, 44 ft.  $11\frac{1}{4}$  in. Andover. E. J. Hart, E. May 30, 1907
- Putting 12 lb. shot, 51 ft.  $8\frac{1}{2}$  in. Exeter. W. H. Kirkpatrick, E. May 30, 1914
- Throwing 12 lb. hammer, 168 ft. 10 in. Exeter. C. T. Cooney, E. May 31, 1906
- Javelin throw, 172 ft. 3 in. Andover. W. Healey, A. June 2, 1923
- Discus throw, 118 ft.  $6\frac{1}{2}$  in. Exeter. T. J. Driscoll, E. June 3, 1922

It will be noticed that many of the records given above are about as good as those of most colleges. Worthington's record of 23 feet 5½ inches is the best jump ever made by a boy in a preparatory school. Exeter has won more interscholastic meets than any other school. This is not due to accident; nor is it due to athletes who have a reputation when they enter. Most of the Exeter athletes who have won renown at the Academy and later in college bear most distinctly the brand "Made in Exeter." Most notable among these, perhaps, are "Polly" Leavitt, '03, who won the 120 meters hurdles at Athens, Greece, in the Olympics in 1904, and John P. Jones, '09, who in the inter-collegiate meet at Harvard, May 31, 1913, ran the mile in 4 minutes, 14½ seconds, breaking a record that had stood the test of years. It is possible that he might have bettered this time, but as captain of the Cornell track team he was saving his strength for the half-mile, which he won the same afternoon. In this race he barely beat W. J. Bingham, '12. Although defeated, Bingham ran the fastest half-mile ever credited to a Harvard runner.

## BASKETBALL RECORDS, EXETER-ANDOVER

1920	Exeter 27	Andover 31
1921	Exeter 47	Andover 43
1922	Exeter 27	Andover 24
1923	Exeter 23	Andover 27

Games won: by Exeter, 2; by Andover, 2.

Points won: by Exeter, 124; by Andover, 125.

## SWIMMING RECORDS, EXETER-ANDOVER

1920	Exeter 20	Andover 33
1921	Exeter 31	Andover 22
1922	Exeter 46	Andover 7
1923	Exeter 32	Andover 21

Meets won: by Exeter, 3; by Andover, 1.

Points won: by Exeter, 129; by Andover, 83.

## HOCKEY RECORDS, EXETER-ANDOVER

1914	Exeter 4	Andover 1
1915	Exeter 5	Andover 0
1916	Exeter 3	Andover 0
1917	Exeter 1	Andover 2
1918	Exeter 2	Andover 3
1919	Exeter 1	Andover 1
1920	Exeter 4	Andover 2
1921	Exeter 0	Andover 4
1922	Exeter 0	Andover 3
1923	Exeter 6	Andover 0
	<u>26</u>	<u>16</u>

Games won: by Exeter, 5; by Andover, 4. Tie, 1.

Points won: by Exeter, 26; by Andover, 16.

Following are three programs characteristic of the exhibitions held for many years by the Academy.

## EXHIBITION 1796

1. Single speak by . . . . . Southgate
2. Village schoolmaster . . . . . Blodget
3. Extract from Barlow's Oration . . . . . Pearson
4. Extracts from Tragedy of King John . . . . .
5. Rules of laughing & singing . . . . . Lock & Buckminster
6. Sing piece . . . . . Adams
7. Speeches of Sir R. Walpole & Mr. Pitt . . . . .
8. Short Extracts from a play of Farquar . . . . .
9. Goliath's Defeat . . . . . Cass
11. The Spider . . . . . Conner
12. Coriolanus & Tullus . . . . . Southgate & Harper
13. Cicero & Chesterfield . . . . . Saltonstal & Buckminster
14. Canuleus' speech . . . . . Harper
15. Cit's country's Cox . . . . . Blodget
16. Justin & Attorney . . . . . Johnson & Page
17. Dialogue on Fashions . . . . . Harper & White
18. Tryal of Philip's Sons . . . . .
19. Cromwel & Windham . . . . . Johnson & Page
20. The Miser . . . . .
21. Passions an Ode . . . . . Buckminster

## ORDER OF EXERCISES, AUGUST 20, 1829

The Speakers in the Dialogues and Conferences, will speak in the order of their names.

## MUSICK . . . MAGDALEN ODE

1. Salutatory Address, by Joseph Harrington, Roxbury, Mass.
2. Conference, "on the influence of natural scenery and forms of government on national character," by Ezra Abbot, Andover, Mass., and Charles D. Jackson, Salem, Mass.
3. English Dialogue, by John Murdoch, Havana, W.I., Winslow M. Watson, Plymouth, Mass., and Morrill Wyman, Charlestown, Mass.
4. Conference, "on transportation, imprisonment and death, as punishments for crimes," by William Parsons, Rye, William H. Sullivan, Exeter, and Albert F. Hanson, Exeter.
5. Oration, "on zeal in the pursuit of knowledge," by George H. Nichols, Portland, Me.
6. Greek Dialogue. (Altered from Aristophanes.) Francis Bowen, Boston, Mass., and Ezra Abbot.
7. Conference, "on the comparative value of knowledge derived from books, and from travel in foreign countries," by John M. Currier, Amesbury, Mass., and Gilman Dane, Greenfield.

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8. English Dialogue. (Selected.) Henry F. Harrington, Roxbury, Mass., and Charles T. Torrey, Chelsea, Mass.
9. Oration, "on Public Education," by Alexander H. Lawrence, Exeter.
10. French Dialogue. (Altered from "L'Avare" of Molière.) Joseph Harrington, John H. Dix, Newton, Mass., Abiel A. Livermore, Wilton, and Winslow M. Watson.
11. English Poem, by Edward G. Fales, Boston, Mass.
12. Latin Dialogue. (Altered from Plautus.) Alexander H. Lawrence, Hugh H. Henry, Rockingham, Vt., John J. Wyman, Charlestown, Mass., and Rufus Abbot, Wilton.
13. Conference, "on Homer, Virgil, and Milton," by Nathaniel S. Tucker, Boston, Mass., Abiel A. Livermore, and Francis Bowen.
14. Oration, "on the responsibility of educated men," by Rufus Abbot.
15. Latin Poem, by John H. Dix.
16. English Dialogue. (Selected.) John Murdoch, Seth Bemis, Watertown, Mass., Charles D. Jackson, Peyton Bradshaw, Prince Edward, Va., and Huntington Porter, Rye.
17. Oration, with Valedictory Addresses, by John S. Brown, New-Ipswich.

### MUSIC . . . CANTIQUE SACRE

AUGUST 6, 1846.

#### HYMN

1. Salutory, S. Abbot Smith, Peterborough.
2. Labor, the Price of every Blessing, Everett C. Banfield, Boston, Mass.
3. "Thou dost carry Caesar," James F. Lyman, Northampton, Mass.

#### MUSIC

4. The Man of one Idea, William Osgood, Kensington.
5. "Peace hath her victories no less renowned than war," Horace C. Bacon, West Cambridge, Mass.
6. Dialogue, in Greek, by W. S. Colton and J. Noble: William H. St. Clair, Stratham, Willis S. Colton, Lockport, N. Y., John Noble, Somersworth, Horatio Stebbins, Wilbraham, Mass., and George W. Cogswell, Peterborough.

#### MUSIC

7. The Garb our Thoughts put on, Charles A. Robertson, Beverly, Mass.

#### MUSIC

8. National Recollections, John S. Whiting, Charlestown, Mass.
9. The Battle of Zama, James Pierce, Dorchester, Mass.

## MUSIC

10. "Money is not Wealth," John B. Frothingham, Exeter.
11. "It takes live fish to swim up stream," Robert C. M. Bowles, Roxbury, Mass.
12. Poem—"Dust thou art, to dust returnest,  
Was not spoken of the soul," Willis S. Colton.

## MUSIC

13. The Spirit of True Patriotism, Joseph W. Towle, Epping.
14. Professional Enthusiasm, John Moore, Somersworth.
15. Dialogue, in Latin, by J. Pierce and C. A. Robertson: William T. Sleeper, Smyrna, Me., Charles A. Robertson, George W. Burleigh, Somersworth, James Pierce, Patrick H. Townsend, Salisbury.

## MUSIC

16. Influence of Great Names, George W. Cogswell.
17. Character as affected by Habits of Thought, William H. St. Clair.

## MUSIC

18. Philothea, John Noble.
19. "The Ages rise spirally; each containing all the rest, yet ever ascending."—with the Valedictory, Horatio Stebbins.

## HYMN



## LAWS OF THE PHILLIPS E. ACADEMY

These rules, which are in a book of early records of Exeter, were probably written by Benjamin Abbot, but the phraseology is like that of the Founder.

Law 1st. As the great and important designs of education cannot be answered, nor any valuable improvements be attained without diligence and order; the members of this Seminary are required to give constant and punctual attendance upon all the duties and exercises of this Institution.

2nd. No scholar shall absent himself from any of the stated exercises of this house without leave, first obtained of the Principal, or in his absence, of the Assistant, or one of the Trustees.

3rd. When any scholar shall come into the Academy after the exercises have begun, he shall be considered as tardy.

4th. Silence and strict attention to all instructions are required of every student; especially in all exercises of religious worship and instruction. The students shall stand erect with decency and order at recitation and prayers; and endeavor to sit decently in all such exercises, when they are not required to stand.

5th. No scholar shall, in term time, go out of town without liberty obtained of the Principal, or, in his absence, of the Assistant, or one of the Trustees.

6th. When any scholar shall not return punctually at the end of the vacation, he shall, if a minor, bring a written certificate from his parent, guardian or some person intrusted with the charge of his education, specifying the reasons of his absence, which reasons shall be judged of by the Principal Instructor. A violation of this law, unless thro absolute necessity — as also of Law 2nd. shall subject the delinquent to a fine of one shilling sterling per day.

7th. There shall be a monitor appointed from time to time, whose business it shall be in the hours of study, to

note illicit whispering, and such other irregularities as shall be deemed necessary to correct; and also to call the students to order at the ringing of the bell.

- 8th. Another monitor shall be appointed, whose business it shall be to note, and keep a register, of the absence and tardiness of the students, which shall be subject to the inspection of the Trustees.
- 9th. An officer shall be appointed weekly, whose duty it shall be to ring the bell at the appointed hour, and, in the season, when a fire is kept to see that it is properly secured; also to take care of the property in common, in, & pertaining to, the buildings, and to lock the house, when the exercises of the day are closed.
- 10th. No scholar shall be allowed to throw stones into any mowing ground, orchard, or any inclosure to the detriment of the property of the owner.
- 11th. When any scholar shall wantonly, carelessly, or by accident, break glass, cut boxes or benches, injure the books, or any other property, belonging to the Academy, he shall immediately repair all such damages, and be subject to such additional punishment, as the nature and circumstances of the offence may render necessary.
- 12th. No scholar shall throw any ball, stone or stick, at, over, or near the Hall, or any building pertaining to it.
- 13th. Each member of this Institution is most strictly forbidden, as a thing derogatory to the character of young gentlemen, and, in itself, highly criminal, to take apples, pears, peaches, or fruit of any kind from the garden or inclosure of any person, without first having obtained liberty of the owner.
- 14th. In order to prevent among the students the spread of certain contagious disorders, it is required of every member of this Institution, whenever he shall be convinced, that he is affected thereby, or have cause to suspect the same of any of his fellow students, that he shall give immediate information to one of the Instructors, that the evil may be checked before it becomes general.
- 15th. And in order to prevent the existence of any evil,

still more pernicious & fatal in its consequences, the students of this institution are most *strictly and positively* forbidden to spend their time at any tavern or grog-shop. Also to purchase liquors of any kind, either simple or mixed, without a written license from the principal instructor, or one of the Trustees. Except only those scholars, who belong to this town, and act in this case under the immediate direction of their parent or guardian.

- 16th. On Sabbath morning & Sabbath evening no student except the scholar of the house shall be at the Academy untill after the bell begins to ring.
- 17th. The behavior of students as they go to and from the Academy—also in general, when they pass the streets in the town, shall be without scuffling, noise or tumult, but decent and orderly. Especially on the Sabbath, when noise and levity of every kind is most positively forbidden.
- 18th. But in an especial manner, it is required of the Students of this Seminary, that they “remember the Sabbath day to keep it holy”; that they attend public worship both parts of the day, and endeavour to do it with reverence and attention, suitable to the solemnity of divine service. They shall likewise carefully abstain from all noisy levity and amusement on Sabbath evening.
- 19th. The students are required constantly to spend Saturday evenings at their lodgings, and not to engage in any employment or recreation, inconsistent with the solemnity of holy time. All walking for amusements, either in the streets or fields, on the Sabbath, is strictly forbidden.
- 20th. Strict attention to orders & regulations of the families, in which they board, is required of students; and in particular, care shall be taken, that they be not absent late in the evening, & thereby incommode or disturb families, in which they lodge. They shall likewise give an account of the manner, in which they spend their leisure hours, and the company they keep, whenever it shall be required of them by their Instructors.
- 21st. Civility, and all due respect to the inhabitants of

this town, and to strangers passing through it, is considered as the indispensable duty of the students of this Institution.

- 22nd. All gaming, profaneness, indecency in language and action, are considered as highly criminal in their nature and pernicious in their consequences, &, as such, must be *severely censured* and *punished*.
- 23rd. All quarreling, malicious or wrathful striking, also every species of abusive & provoking language, which may have a tendency to excite discord & contention, are most strictly forbidden. On the contrary, it is most ardently desired & recommended to the students of this Academy, to treat & respect each other as brothers of one common family. Ever remembering that most excellent and comprehensive maxim, "do to others in all respects as you can rationally wish, they should do to you."
- 24th. If any member of this Seminary, after repeated admonitions & discipline, obstinately persist in a course of indolence or inattention to his studies, so that the purposes of this institution, as they respect him, are likely to be frustrated; or, if he be generally irregular in his deportment, or so corrupt in his morals, as to endanger others by his example, after all proper methods to reclaim him have failed, he shall be privately removed, or publicly expelled, as the nature & circumstances of the case shall render expedient.
- 25th. Any student, who shall break these laws, thro accident or design, and shall refuse to make proper satisfaction; or who shall prove disobedient & refractory, and persist in such unlawful conduct, shall be publicly expelled & his name blotted from the annals of the institution.
- 26th. No society shall at any time be formed by the students of the Academy, for any object whatever without first obtaining the approbation of the Principal; and the books of all societies, at any time existing in the Institution, shall be subject to the inspection of the Principal whose duty it shall be, at all times, to be acquainted with the principles by which the meetings and exercises of said societies are conducted; in order that they may best contribute to

the good of the individual members, and to the honor of the Institution.

It shall also be the duty of the Principal to dissolve any society irregularly formed; *or of doubtful influence*, and to remove from the Institution any member, whose conduct shall be deemed inconsistent with the spirit of this regulation.

### CUSTOMS

- 1st. The bell shall be rung by the students in alphabetical order.
- 2nd. When the bell begins to toll, every scholar shall immediately repair to his seat, and enter regularly upon his studies; from which time all whispering & moving from place to place shall cease.
- 3rd. Each student shall endeavor to be supplied with every article, necessary for his studies & writing, & have these articles at his seat before the hours of study, so as to prevent all moving and borrowing.
- 4th. Upon the first entrance of either of the Instructors the students shall rise & bow respectfully. They shall also continue standing till he has taken his place. The same respect shall be paid to all gentlemen & Ladies, who visit the Academy.
- 5th. Excepting at religious exercises, when no student shall rise, or pay respect to any person entering the room.
- 6th. When a scholar, during the time of common exercises has occasion to enter or leave the room, he shall bow respectfully. It is also recommended to the students to pay the same decent respect to their own families, or those in which they board.
- 7th. No scholar shall minge against the Hall, or any building pertaining to it.
- 8th. No scholar shall, in any place, or at any time, except in wet weather, address an Instructor or Trustee with his head covered. The same respect shall be paid to all gentlemen & Ladies of distinction.
- 9th. All active amusements such as quoit, ball, & the like, shall be suspended, while either of the Instructors are in the yard.

## LOAN AND SCHOLARSHIP FUNDS

	AMOUNT
1862-77 Sibley Charity Fund . . . . .	\$12,500.00
1868 Charles Burroughs Scholarship . . . . .	1,000.00
1870 George Bancroft Scholarship . . . . .	2,000.00
1872 Nathaniel Gordon Scholarship . . . . .	2,000.00
1872 Samuel Hale Scholarship. . . . .	2,000.00
1873 Jeremiah Kingman Scholarship . . . . .	40,000.00
1892 Henry Parkman Sturgis Scholarship . . . . .	500.00
1893 Gideon L. Soule Scholarship . . . . .	1,500.00
1894 Alumni Loan Fund . . . . .	490.88
1894 H. M. Merrill Loan Fund . . . . .	2,000.00
1897 J. W. & B. L. Randall Loan Fund . . . . .	5,000.00
1902 Hamilton Eliot Perkins Scholarship . . . . .	3,000.00
1903 John T. Perry Scholarship . . . . .	2,000.00
1906 Joseph C. Hilliard Scholarship . . . . .	10,000.00
1907 Knowlton Loan & Scholarship . . . . .	9,000.00
1908 Thomas F. Wentworth Scholarship . . . . .	2,500.00
1909 Christopher C. Langdell Scholarship. . . . .	50,000.00
1909 H. E. Teschemacher Scholarship . . . . .	49,824.86
1910 Class of 1884 Loan Fund . . . . .	5,000.00
1912 Olena S. Pingrey Scholarship . . . . .	3,000.00
1914 Theodore W. Woodman Scholarship . . . . .	5,000.00
1915 Lee McClung Scholarship . . . . .	1,000.00
1916 George Frank Hobbs Scholarship . . . . .	21,000.00
1918 Abner L. Merrill Loan Fund . . . . .	4,883.70
1919 Edward Dudley Floyd Scholarship . . . . .	3,000.00
1921 Richard Crawford Campbell, Jr., Scholarship. . . . .	20,000.00
1921 John Dean Hall Scholarship . . . . .	20,000.00
1921 Class of 1895 Loan Fund . . . . .	25.00
1921 Frank Yost Stauffer Scholarship . . . . .	1,000.00
1921 Warren Maxwell Peabody Scholarship . . . . .	4,000.00
1922 Francis J. Woodman, Jr., Scholarship . . . . .	2,846.93
1923 Elizabeth S. Manning Scholarship. . . . .	3,000.00
1923 Louis W. Hill Scholarship . . . . .	32,023.46



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*The scope of subject-matter covered by this index is shown by sub-heads under PHILLIPS EXETER ACADEMY. Alumni who gave their lives in The Great War are distinguished by asterisks, and those who were decorated for meritorious service by daggers.*

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